

ESTABLISHING COMMUNITY COLLEGE
HONORS PROGRAMS

BY

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James Heck

This is dedicated to the memory of my father, Charles John Heck.
Once, during the Depression, he was offered a scholarship to Columbia
University but had to decline so that he might help support his family.

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Abstract of Dissertation Presented to the
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Honors programs, along with special programs for disadvantaged and remedial students, help community colleges to fulfill their mission by meeting the needs of diverse students. Such programs should, therefore, be a part of any community college curriculum. As community college leaders begin to plan for the development of new honors programs, or the expansion of existing programs, information regarding the successful establishment and continuation of community college honors programs should prove to be useful.

This study sought to answer the following question: Does the theory of academic innovation as described by Martorana and Kuhns (1975) in their "Interactive Forces Theory" describe the sequence of

events employed in the establishment and continuation of honors programs at selected community colleges? In particular, the researcher attempted to determine whether the strategies and tactics employed in the actual establishment and continuation of ongoing honors programs at these selected community colleges conformed to the five finite stages proposed by Martorana and Kuhns' theory for academic innovations.

The three colleges selected for study were chosen because they met a majority of recommendations for honors programs published by the National Collegiate Honors Council. Evidence obtained by this researcher indicated that these three colleges had undergone four of the five stages of development represented by Martorana and Kuhns' model. It was therefore determined that the actual process by which these three community college honors programs were established did, indeed, conform to the following four stages of development: exploration, formulation, refinement and institutionalization. Strategies and tactics used by each college to implement these stages of development were then identified.

A model specifically designed for the establishment and continuation of community college honors programs was also included in this study. This model incorporated the researcher's recommendations concerning the most effective strategies and tactics related to the exploration, formulation, refinement, and institutionalization stages of academic innovation.

CHAPTER I INTRODUCTION

Educators at our nation's community colleges have long recognized that students deficient in academic skills need coursework designed at an appropriate level of difficulty. The premise generally governing programs for the academically disadvantaged is that all students should be encouraged to realize more fully their potential by participating in courses which match their ability level. This "same premise furnishes the rationale" for an honors program intended to serve the needs of both the academically gifted and highly motivated student (Austin, 1975, p. 161). Whereas "the unique educational needs of handicapped, mature, international, and developmental students" have long been given a great deal of attention, the special needs of the talented and gifted students are not as frequently addressed (National Collegiate Honors Council, 1983, p. 1). In fact, a 1975 survey of the entire membership of the American Association of Community and Junior Colleges revealed that out of 664 respondents, only 47 community colleges had developed formalized programs for the gifted (Olivas, 1975, p. 1).

This dearth of accelerated programs occurs at a time when the number of "high ability" students attending the two-year colleges is "growing" (National Collegiate Honors Council, 1983, p. 1). An article in the Community and Junior College Journal reported that approximately 20 percent of the entering freshmen in community colleges were in the upper

quarter of their graduating high school class (Bay, 1978, p. 18). It is projected, moreover, that as the cost of tuition in four-year institutions continues to increase, and as available financial aid declines, more academically-talented students will be attending local community colleges (National Collegiate Honors Council, 1983).

As reported by the National Collegiate Honors Council (NCHC), research has shown that a large number of exceptionally talented students permanently drop out of college (NCHC, 1983). One such investigation, conducted by Alexander W. Astin, reported the findings of a nationwide study of 41,356 undergraduates at 358 representative two-year colleges, four-year colleges, and universities (Astin, 1975, pp. 3-4). This longitudinal, follow-up report found that dropouts tend to list "boredom with courses" as the most important reason for leaving college. Astin stated that while "one can argue that boredom or dissatisfaction with requirements represents a handy rationalization for failure which in reality is attributable to other causes (poor academic performance, for example). . . nevertheless, fully 18 percent of the students who give boredom as a reason for leaving college actually have average grades of B or higher" (1975, p. 17). Astin, therefore, advanced the notion that many highly talented students drop out of college because they do not feel appropriately challenged. He stated that

these findings suggest that the academic programs of many undergraduate institutions fail to capture the interest of substantial numbers of students, including some of the highest achievers. Boredom with courses may be an important factor in the decision of many able students to leave college. (1975, p. 17)

Another study directed specifically at the community college student produced similar results (Farnsworth, 1982). In fact, this

study suggested that community college students who are identified as highly talented are as likely to drop out as are other groups of students. If community college leaders value the opportunity to retain the growing number of talented students attending their institutions, it is time to provide more programs specifically designed to meet the needs of those students.

In addition to this increase of academically-talented students attending community colleges, other far-reaching environmental trends also serve to heighten the need for community college honors programs. Finn (1981) saw the primary focus of education at all levels in the eighties as being the achievement of quality. Another writer perceived a general shift toward the "achievement of quality in the eighties" occurring throughout our nation's community colleges (Friedlander, 1983, p. 26). Piland and Azbell (1984) noted a similar shift. Such influential national reports as A Nation At Risk, also have emphasized the need for our country's educational system to make a concerted effort toward establishing more rigorous programs, especially for those students considered to be academically gifted (National Commission on Excellence in Education, 1983).

In response to such specific factors, some community college leaders are beginning to stress the need to plan and implement honors programs. They maintain that "while high-cost, labor intensive, developmental programs seem to be an accepted part" of the curriculum, too often it is "erroneously assumed that bright students do not need any help or encouragement to succeed" (Piland

& Gould, 1982, p. 26). As quoted in a recent NCHC (1983) publication, Dr. Robert McCabe, President of Miami-Dade Community College, stated that

with an increased focus on achievement in the community college, it is important that these institutions not become places for only those with poor academic skills. Yet, overwhelmed by the problems of the unprepared and the task of providing support to them, the community college has, over a period of time, neglected superior students. These students represent one aspect of our total diversity, and they can be well served in community colleges. The superior student is an important asset, not only to other students, but also in building and maintaining a positive public attitude towards the community college. (p. 4)

As McCabe implied, the need for "academic balance" (NCHC, 1983, p. 4) suggests that a well-designed honors program deserves a place in community colleges. Like McCabe, Paul Elsner, Chancellor of the Maricopa County College District in Arizona supported the development of honors programs at community colleges. During testimony before the California Post-secondary Education Commission, he described the honors programs at Maricopa Community Colleges. Following this description, Elsner affirmed his commitment to the programs by stating that "it is our hope that we can provide that kind of opportunity on a continuing basis" (Elsner, 1984, p. 4-5).

As community college leaders begin to plan for the origination of new honors programs, or the expansion of existing programs, information regarding the establishment and continuation of community college honors programs should prove beneficial. This study will provide academic decision makers with this information.

For Doc

Statement of the Problem

Levine (1980) suggested that "the process of innovation . . . involves a series of predictable, sequential steps" (p. 6). Although these steps may be "predictable and sequential," frequently academic innovation is terminated "prior to achieving its intended purpose" (Levine, 1980, p. 9). Levine also noted that "unfortunately, there is little in the way of consensus among the studies about how many steps there might be in the sequence or what the individual steps are" (p. 6). This lack of consensus concerning the number and characteristics of the stages involved in academic innovation renders it difficult for academic decision makers to plan for all of the phases in the "life cycle" (Martorana & Kuhns, 1975, p. 179) of a successful innovation. Information regarding the sequence of events involved in a particular type of innovation within a specific institutional context may prove to be useful.

This study, therefore, sought to answer the following question: Does the theory of academic innovation as described by Martorana and Kuhns in their "Interactive Forces Theory" describe the sequence of events employed in the establishment and continuation of honors programs at selected community colleges? Specifically, the researcher sought to determine whether the strategies and tactics employed in the establishment and continuation of well established honors programs at selected community colleges followed the five finite stages that Martorana and Kuhns theorized for academic innovations.

The following subsidiary questions were also suggested:

1. Can the strategies and tactics employed by the selected community colleges that have successfully established the innovation of an

honors program be classified under the five stages identified by Martorana and Kuhns?

2. Were at least two of the three community colleges selected for study identified as having experienced the five developmental stages outlined by Martorana and Kuhns in the process of establishing and continuing their honors programs?

Delimitations and Limitations

The confinements observed in this study primarily involved the population/sample, setting, instrumentation, and data analysis. They may be listed as follows:

1. This study employed qualitative evaluation techniques. When using this particular research approach descriptions of situations, events and behaviors; direct quotations from individuals concerning their experiences; and, excerpts from documents and records become important (Patton, 1980). Access to all of the pertinent information needed, within any given academic setting, may not be available. Therefore, this particular limitation of ex post facto exploratory field research is inherent in this study. Specifically, documents relating to the establishment and continuation of honors programs at selected community colleges may not have been exhaustive and may not have objectively reflected what occurred at the respective colleges. Also, all individuals who played key roles in the establishment

and continuation of the honors programs at the selected campuses may not have been available for interviewing.

2. The setting of this study was that of three comprehensive community colleges. An ex post facto case study of each college was undertaken in an effort to address the problem statement with depth and detail. Any attempt to make context-free generalizations concerning the findings of this study would be inappropriate.
3. Since the open-ended interview guide approach was employed while collecting data, no set of standardized questions was developed in advance. However, a special checklist was compiled to be used during the interviews (see Appendix A). While using this type of instrument, the interviewer is required to adapt both the wording and sequence of questions to the specific situation. Further, some questions may not prove to be germane to the mode of inception and continuation employed at a given institution. This places a constraint on the degree to which information can be cross-referenced from one college to another.
4. In qualitative research, "theory construction is inductive, pragmatic, and highly concrete" (Patton, 1980, p. 276). While the intent of this study was to report and explain causes and consequences that emerged during the data analysis, it should be clearly recognized that "such theoretical linkages are speculative" (Patton, 1980, p. 279). In Denzin's (1982) words, the method of data analysis employed in this study reveals "not objective reality but the interpreted worlds of interacting individuals" (p. 24).

5. Because of time limitations placed upon the researcher by those individuals being interviewed, it was not possible to question each individual on every item of the interview guide. The emphasis, therefore, changed from interview to interview depending upon the circumstances. Additionally, individuals frequently were involved in different stages of the establishment and continuation of honors programs and were seldom able to comment on all phases of the life cycle of the innovation. A description of the stages that the selected colleges experienced had to be inferred by considering the perceptions of as many individuals as possible. No one person who was interviewed could offer a comprehensive vision of what occurred during the establishment and continuation of the honors program at their respective college.
6. The researcher arbitrarily determined when he had interviewed a sufficient number of individuals. This determination was made after the researcher had interviewed all of the available individuals reported by pertinent faculty and administrators to have knowledge of the establishment and continuation of their respective honors program.

Justification for the Study

When compared to the total number of community colleges in our nation, only a relative few appear to have fully implemented college-wide honors programs (Olivas, 1975; Phillips, 1973). An interest, however, is presently growing to establish more of the programs (Friedlander, 1983;

National Collegiate Honors Council, 1983). According to a NCHC (1983) publication, "in the past five years, the comprehensive mission of the two-year college has expanded to include the special needs of talented and gifted students" (p. 1). As Friedlander (1983) stated

the primary concern of community college educators has moved from the attainment of equity in the sixties and the seventies to the achievement of quality education in the eighties. One manifestation of this movement toward quality education is the revival of honors programs. (p. 26)

Piland and Gould (1982) also observed an increased interest in establishing honors programs and stated that, "an honors program would seem an appropriate service to the gifted students of the community" (p. 25). Similarly, Bay (1978) perceived a need to establish and maintain more honors programs at the community college level and suggested that these goals "deserve faculty attention and administrative support" (p. 18). Furthermore, an informal survey of chief academic administrators at community colleges in Florida and thirteen other eastern states which was conducted by this writer in the fall of 1983, also suggested that there is a growing interest in establishing new honors programs. Out of twenty-seven returned questionnaires in which the respondents indicated that their respective colleges did not have an honors program, twenty-one indicated that they felt an honors program should be included in a community college curriculum.

As previously mentioned, this developing interest in establishing honors programs in community colleges occurs concurrently with the growing emphasis presently being placed upon quality throughout our nation's educational system. This study applied a theory of academic change to the practical problems encountered in developing strategies and tactics for implementing honors programs, and provides academic decision

makers with knowledge concerning the successful development of these programs. Since very little formal research has been conducted in the area of community college honors programs, this study serves to provide much needed information in the field.

Assumptions

Some educators argue that the very concept of having an honors program at community colleges is inconsistent with that institution's stated mission of providing equal educational opportunity for all. Piland and Gould (1982) summarized some of these arguments in their survey of 48 Illinois community colleges. They stated

some respondents reported definite reasons against honors programs. These negative reactions included a fear of isolating bright students, a belief that students would not participate in such a program, and that there were not enough academically talented students to warrant a program. (p. 26)

In addition, other writers have noted that honors programs are often subject to charges of elitism (Daniel, 1978; Rother, 1978; Smith, 1981; Straus, 1976; Weir, 1976). As Daniel (1978) suggested

there seem always to be a few friendly or not so friendly elements within higher education who perceive Honors as an elitist, undemocratic aristocracy seeking to increase the advantages of the advantaged. (p. 17)

The critics that Daniel and others write of maintain that the selective admission process and special incentive programs frequently employed in honors programs violate the spirit of equalitarianism which has become an important aspect of American higher education. Supporters of honors programs contend, however, that equal educational opportunity means that each student should be provided the chance to "realize" his or her own potential (NCHC, 1983, p. 2). These supporters appear to adhere

to the philosophy expressed by John Gardner (1961) in his classic work, Excellence: Can We Be Equal and Excellent Too? In this work and in the recently revised edition (1984), Gardner explored the issues of excellence and equalitarianism. He stated

extreme equalitarianism--or as I would prefer to say, equalitarianism wrongly conceived--which ignores differences in native capacity and achievement, has not served democracy well. Carried far enough, it means the lopping off of any heads which come above dead level. It means committee rule, the individual smothered by the group. And it means the end of that striving for excellence which has produced mankind's greatest achievements. (p. 15)

Honors programs, along with programs for disadvantaged and remedial students, are developed to meet the diverse needs of students. They therefore assist community colleges in actually fulfilling their mission. Within this study, the assumption has been made that honors programs have an important role in community colleges, and that discovering successful strategies and tactics currently available for use in implementing these programs is a worthwhile task.

In addition to propounding the position that honors programs deserve a place in the community college curriculum, a significant methodological assumption is also inherent in this study. The researcher assumed that an ex post facto case study approach to answering this particular problem statement was the most appropriate approach. The limitations of quantitative data collected from responses to questionnaires, such as the limitations related to the "writing skills of respondents, the impossibility of probing or extending responses, and the effort required of the person completing the questionnaire" (Patton, 1980, p. 29), render a statistical analysis of a written survey inappropriate. Rather, the researcher "seeks to capture what people have to say in their

own words" (Patton, 1980, p. 29). The intent, therefore, was not to provide statistical analysis, but to provide qualitative data that ascertain what "people's lives, experiences, and interactions mean to them in their own terms and in their natural surroundings" (Patton, 1980, p. 22).

Definition of Terms

The following terms were defined for the purposes of this study:

A Comprehensive community college is an educational institution designed to meet the postsecondary needs of a local community by offering a "comprehensive curriculum consisting of general, transfer, occupational and continuing education programs" (Henderson, 1982, p. 11). These institutions are "locally controlled and are sensitive to the needs of the community" (p. 11).

Continuation of an honors program is operationally defined as the strategies and tactics employed during the institutionalization stage of academic innovation as defined in Martorana and Kuhns' (1975) "Interactive Forces Theory."

Establishment of an honors program is operationally defined as the strategies and tactics employed during the exploration, formulation, trial, and refinement stages of academic innovation as defined by Martorana and Kuhns' (1975) "Interactive Forces Theory."

Five Stages of Academic Innovation (contained in Martorana and Kuhns' "Interactive Forces Theory.") consist of the exploration, formulation, trial, refinement, and institutionalization stages.

The Exploration stage in the life cycle of an innovation is marked by "discussion, exploration, and conceptualization. This stage extends from the first awareness of the innovation to the first official action sanctioning an effort in this direction" (p. 179).

The Formulation stage is characterized by information-compiling of the "elements and issues identified during the exploration stage. The formulation stage ends when a decision is made to try the innovation" (p. 179).

The Trial stage of academic innovation is a "pilot operation limited in time and scope but otherwise involving all institutional elements which would be included were the practice permanent" (p. 179).

The Refinement stage of academic innovation extends from the initial trial of proposal "to the point of decision to continue innovative development, but with the purpose of sharpening its focus or design" (p. 179).

The Institutionalization stage involves the "full acceptance of the innovation, including its movement into the regular operations of the institution. A new state of equilibrium has been reached, institutionalization being closure of the developmental cycle" (p. 180).

An Honors program, in its most general definition, consists of the "total set of ways by which an academic institution attempts to meet the educational needs of its ablest and most highly motivated students" (Austin, 1979, p. 160). Austin continued his definition by stating that "an honors program is simply a planned set of arrangements to serve the needs of talented students more adequately than if the matter were left entirely to the initiative of interested persons" (p. 160). Cohen's

(1966b) definition also suits the intent of this study:

"organized attempts to provide all superior students with a special and different learning experience" (p. 1). Honors programs, from institution to institution, usually assume various curriculum models. Generally, however, honors programs are concerned with providing special programs for those students deemed academically talented. The criteria used to identify the academically talented also vary, but standardized test scores, grade point averages, teacher recommendations, or other measures suggesting high academic aptitude or achievement are frequently used. Honors programs often have the following common characteristics: (1) special sections of courses with limited enrollment and specific faculty who are trained to meet the needs of the academically talented; (2) special incentives for participants, such as scholarships and transfer assistance; (3) a central administrative network with one individual overseeing the operation of the program, and (4) various options available to students for earning honors credit, such as independent study, internships, and tutorials. (A more complete description of what is normally considered to be a complete honors program, entitled "Major Features of a Full Honors Program," appears in Appendix B.)

The terms junior college and community college will be used somewhat interchangeably in this study. The differentiation in terms generally refers to the expansion of the mission of the junior college in the late 1960s and 1970s to include occupational and continuing educational programs.

A strategy is "an overall plan of action for achieving a goal." Strategies take into consideration "what is to be achieved," and "how can these goals be achieved with assurance and efficiency" (Martorana and Kuhns, 1975, p. 163). Within this study, all critical decisions that affected the characteristics of implemented honors programs also will be considered strategies.

Tactics are "the specific actions taken to implement chosen strategies. Tactics are ways of carrying out strategies. They are means toward implementing the strategy that is being followed" (Martorana & Kuhns, 1975, p. 163).

Well established honors programs are operationally defined in the following manner: The program, to be considered well established, must meet eight or more of the recommendations listed in the fifteen-point statement, "Major Features of a Full Honors Program." This statement was issued by the Inter-university Committee on the Superior Student (ICSS), and appeared in a NCHC publication, Handbook for the Evaluation of an Honors Program (NCHC, no date).

Procedures

The researcher conducted an informal survey regarding community college honors programs in the fall of 1983. This three page survey was sent to the chief academic administrator at twenty-eight community colleges in Florida, three randomly selected community colleges in each of thirteen Eastern states, and thirteen other community colleges listed as "participating colleges" in a NCHC study entitled, Honors in the Two Year College (1983). (A copy of this survey appears in Appendix C.)

Answers to the following questions were sought: (1) Did the institution have a college-wide honors program? (2) If so, what were its essential components? (3) What suggestions could the respondents offer to those interested in establishing new programs? Essentially, this survey assisted the researcher in determining the nature of current community college honors programs and in identifying those colleges that apparently have well developed programs.

After reviewing the surveys, three colleges that were determined to have well established programs were selected for further study. The guidelines used to select the three colleges included the following criteria:

1. The colleges selected met eight or more of the recommendations listed in the fifteen-point statement "Major Features of a Full Honors Program." This statement was issued by the Inter-university Committee on the Superior Student (ICSS), and appears in a NCHC publication, Handbook for the Evaluation of an Honors Program (NCHC, no date). Although the ICSS recommendations are not specifically designed for community colleges, this statement, nevertheless, served as a useful tool for evaluating community college programs.
2. The colleges selected had historical data available to the researcher.
3. Individuals that were directly involved in the development of honors programs at their respective colleges were available for interviews.

the
Selected

Upon selection of the colleges, the qualitative research methods of conducting open-ended interviews and examining related documents were employed to collect the data. All interviews were tape recorded using a cassette tape recorder. Documents examined included committee meeting minutes, personal and group memos, newspaper clippings, various proposals, and other miscellaneous materials. A list of the persons interviewed with their corresponding professional titles and college affiliations appears in Appendix D.

Using aspects of Martorana and Kuhns' "Interactive Forces Theory" (outlined in their book, Managing Academic Change, 1975) as a structural framework and with their personal assistance, the possible strategies and tactics were developed from the review of literature. The possible strategies and tactics for planning and implementing an honors program were divided for this study into five developmental stages: exploration, formulation, trial, refinement, and institutionalization. For each stage, three possible strategies were outlined. For each strategy outlined, several tactics were suggested as possible means toward implementing the particular strategy.

After the list of possible strategies and tactics was compiled, a checklist was developed which was used as an interview guide (see Appendix A). Using the guidelines set forth in Patton's (1980) book, Qualitative Evaluation Methods, the "general interview guide approach" was employed. Honors program coordinators and other pertinent college officers were asked to evaluate if the strategies and tactics were employed during the establishment of their respective programs. They also were asked to suggest any other strategies and tactics, relevant to

each developmental stage, not appearing on the checklist that were employed. In addition, any available documents that may have supported the observations of the respondents were examined.

Upon determining that at least two strategies specifically related to each developmental stage had been employed, it was concluded that evidence had been shown of the responding college's experiencing those particular developmental stages. The researcher made this determination if a simple majority of the individuals interviewed and the documents examined indicated that such strategies had indeed been employed. If it was demonstrated that at least two strategies were employed for each of the five developmental stages, then Martorana and Kuhns' theory was considered valid for the implementation of community college honors programs being studied.

For the purposes of this investigation, if Martorana and Kuhns' "Interactive Forces Theory" was judged to be valid for two of the three colleges studies, the theory was considered a valid description of the stages of development that well established honors programs follow during the maturation process.

Once the data were collected and evaluated, specific recommendations as to the most effective strategies and tactics employed in developing successful community college honors programs were offered. These recommendations are structured around the developmental stages of academic innovation, presented in Martorana and Kuhns "Interactive Forces Theory." Using these recommendations as a guide, academic decision makers will be afforded the opportunity to determine if the sequence of events involved in successful academic innovation theorized by Martorana

and Kuhns appears to be valid, and to study what have been found to be the most effective strategies and tactics at each stage of program development.

Organization of the Research Report

This research project is organized in the following manner: Chapter I discusses the introduction, problem statement, delimitations and limitations, justification, assumptions, definition of terms, and procedures. Chapter II contains the review of related literature, which encompasses two general topics: (1) literature offering an historical overview of the development of collegiate honors programs in American higher education, and (2) literature specifically related to honors programs in community colleges. The material in this section is organized in a general chronological manner. Also contained in Chapter II is a review of literature related to Martorana and Kuhns' "Interactive Forces Theory" of academic change.

Chapter III is a discussion of the study sites and methodology of data analysis. Chapter IV is an analysis of the data obtained while studying the establishment and continuation of honors programs at selected colleges. Finally, Chapter V is a discussion of the results, a list of recommendations including a model for the establishment of honors programs at community colleges, and suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of literature related to honors programs encompassed two specific areas: (1) material offering an overview of the development of collegiate honors programs in American higher education and (2) material specifically related to honors programs in community colleges. In examining these areas of the literature, the primary focus was on material that offered information regarding the establishment and continuation of honors programs. Since little literature dealt with this specific topic directly, much of its relationship to the problem of this study was inferred. As a result of the great variety found among the approaches and concerns of writers in this field, no attempt was made to organize the review of literature thematically. Rather, the two sections were arranged in a general chronological manner. Also, each of the two primary sections was divided into two sub-sections where events seemed to warrant this division.

This study basically tested a theory of academic change (Interactive Forces Theory) in relation to a particular academic innovation (honors programs in community colleges). Therefore, a brief synthesis of the literature that Martorana and Kuhns (1975) employed in developing their theory was included in the review of literature. An exploration of the key ideas contained in their book, Managing Academic Change, was also incorporated in this chapter.

Literature Offering an Overview of the Development
of Collegiate Honors Programs in American
Higher Education

Literature Published Before the Creation of the National
Collegiate Honors Council

The existence of honors programs in American higher education dates back to the latter years of the 19th century. According to Rinehart (1978), recognition at graduation as an honors student began at Wesleyan College in 1873, and at the University of Michigan in 1883. Honors designation at that time was based upon the completion of a pre-specified type of coursework, thesis, and a more individualized academic program. Around the turn of the century, several Eastern colleges, including Harvard and Columbia, had also initiated special programs for talented students (Cohen, 1966a). Harvard implemented a modest attempt at establishing departmental honors, and Columbia College, in 1909, established a three year program for talented students (Buchler, 1954; Cohen, 1966a). The efforts of Frank Aydelotte to initiate honors work at Swarthmore College, however, are widely recognized as the inceptive steps in the development of honors work in America (Austin, 1975; Cohen, 1966a; Rinehart, 1978; Sell, 1981). In 1922, while he was President of Swarthmore, Aydelotte initiated an honors program largely based upon what he had earlier observed as a Rhodes Scholar at Oxford University (Bhatia & Painter, 1980). In 1830, Oxford modified its tutorial system and began to differentiate between the Pass and Honors degrees (Rinehart, 1978). The Honors degree required "more and higher quality work" than the Pass degree (p. 14). Although the honors program at Swarthmore was structured upon a seminar approach rather than Oxford's tutorial system, other

aspects of the curriculum maintained a strong resemblance to Oxford's pass-honors system.

Aydelotte wrote a pioneering report in 1925 on the honors movement in America (Aydelotte, 1925). This report, entitled "Honors Courses in American Colleges and Universities," was based upon an extensive catalog study of honors education at that time (Rinehart, 1978). The report indicated that "a large number of colleges and universities have honors systems under consideration at the present time (Aydelotte, 1925, p. 6). It concluded, however, with the statement that "the actual achievement here recorded is less important than the promise implied in the widespread interest in the subject" (p. 6).

In 1942, the faculty at Swarthmore recorded the development of their program in a book entitled, An Adventure in Education: Swarthmore College Under Frank Aydelotte (Swarthmore College Faculty, 1942). This account described in detail the major events that occurred over a nineteen-year period while the planning and implementation of their program took place. Subsequently, Aydelotte (1944) published the first major history of the development of honors programs throughout American higher education. This book, Breaking The Academic Lockstep: The Development of Honors Work in American Colleges and Universities, was based upon his experiences at Swarthmore and his study of 116 honors programs at other colleges and universities. Among other topics, Aydelotte discussed honors comprehensive examinations, administrative and budgetary problems, and honors work in the high schools. It should be noted that although Aydelotte studied 116 programs for this publication, those were decidedly limited in scope by today's program standards.

Also, some of the programs he studied were found to be no longer in existence by the date the book was published (Cohen, 1966b).

One program which thrived, however, was implemented by Joseph Cohen at the University of Colorado in 1928. This program

introduced several key features to education in a large, public university. The concept of general, lower-division freshmen and sophomore honors was devised by Cohen and his colleagues in 1930 . . . and budgetary provisions were made for an honors library and newsletter. (Rinehart, 1978, p. 17)

Although honors programs existed at the University of Colorado and a limited number of other large state universities, a great deal of the early literature concerning honors programs focused upon private colleges and universities. However, an event took place in 1957 that would significantly extend the scope of honors programs to public institutions. In that year, a national conference was organized by Joseph Cohen to pursue three specific objectives that would notably impact the development of honors programs. These objectives were to "1) form the Inter-University Committee on the Superior Student (ICSS) as a clearinghouse for information, 2) publish a newsletter, The Superior Student, and, 3) establish a visitation system to gather information on existing programs" (Sell, 1981, p. 4). Shortly after its inception, the ICSS received a grant from the Carnegie Commission of \$125,000, which was later renewed in 1960 (Rinehart, 1978, pp. 18-19).

The continuing efforts of the ICSS and the dispersal of information via the ICSS's newsletter, The Superior Student, led to a rapid increase in the number of honors programs at public colleges and universities. The newsletter provided one of the most important sources of information related to the honors movement. Its 48 issues published between the

years 1958 and 1964, had a "peak circulation of 12,000" (Rinehart, 1978, p. 20). Rinehart reported that

the journal contained practical information about dozens of honors programs around the country. It also provided analysis and interpretation of theoretical issues, such as women in honors, honors and democracy, honors and the minority student, honors in the professions, and honors research and evaluation. The journal published articles by Margaret Mead, "Gender in the Honors Program," who was a member of the ICSS executive committee for four years, and by Marshal McLuhan, "A Fresh Perspective on Dialogue." Other articles were contributed by leading academicians connected either directly or indirectly with the honors movement. (pp. 20-21)

Having believed that their mission to extend honors programs beyond private institutions to public institutions was largely fulfilled, the ICSS disbanded in the summer of 1964 (Sell, 1981). As a final statement of that organization, Joseph Cohen edited a volume of material concerning the honors movement, entitled The Superior Student in American Higher Education (Cohen, 1966c). This work covered a variety of topics including the history of the honors movement, the development of the ICSS, the evaluation of honors programs, and the characteristics of honors students.

Literature Published Since the Creation of the National Collegiate Honors Council

With the termination of the ICSS in 1964 came the formation of another organization, the National Collegiate Honors Council (NCHC), which was designed to promote honors work. The name of this organization was originally suggested by its first president, James Robertson of the University of Michigan (Rinehart, 1978). The NCHC, formed in April of 1966, sought to "perfect and preserve honors programs in colleges and universities" (Sell, 1981, p. 6). Since 1966, the publication of the

NCHC, entitled Forum for Honors, has replaced The Superior Student as the major source of information regarding honors programs. Much of what is reviewed in the following pages of this section of this paper is drawn from that publication.

One of the leading writers in the field of honors programs since 1966 has been C. Grey Austin, Director of Honors at Ohio State University. In addition to publishing numerous articles in Forum for Honors, his work has appeared in several periodicals not exclusively concerned with honors work. One such article appeared in the Journal of Higher Education (Austin, 1970), in which Austin argued for open admissions to honors programs. He suggested that having grades and standardized test scores serve as screening devices may discourage those students who possess two of the most desirable characteristics for honors program work--curiosity and creativity. He implied that those students who prove themselves with grade point averages and standardized test scores may be academic conformists who often lack the important traits needed for honors work.

Another article by Austin (1975), which appeared in The Educational Record, provided a comprehensive view of honors work. In this article, Austin examined a wide range of topics including the following: (1) rationale for honors, (2) modern approaches, (3) institutional objectives, (4) academic integrity, (5) honors alternatives, and (6) counseling. Austin concluded that

if our young people are to have opportunities to develop their many talents and if our colleges and universities are to attract and hold the ablest students and faculty, then some provisions for honors learning is essential. (p. 169)

In subsequent literature, Rother (1978) offered an account of her experiences while initiating an honors program at a large state university. In this report, she emphasized the necessity of having "a detailed written analysis of the need for such a program and possible plans for its implementation approved by appropriate committees and administrators all down the line" (pp. 4-5). Rother also stressed that the initial plan should be presented as a limited pilot project. She concluded that the most challenging aspects involved in starting a new program are (1) "coping with the administrative structure" and (2) "countering the opposition of the anti-elitists" (p. 4).

Austin (1978) later wrote of the desirability of establishing a sense of community among college students. He stressed the importance of honors students learning from each other and concluded that methods of teaching which encourage mutual learning are superior to those that encourage solitary learning. Austin also discussed the advantages of having an honors lounge to be used as an informal gathering place for participants.

Like Rother, Daniel (1978) examined the criticism that honors programs are elitist, which has often been levelled against such programs. He suggested that supporters of honors programs had insufficiently answered this charge of elitism. Daniel observed that "our failure has been a failure to clarify the fact that honors work is not better than; it is better for" (Daniel, 1978, p. 18). He summarized his argument in the following manner:

Honors work is better for a specific kind of student, students with certain kinds of abilities and interests that can be described in broad if not always easily identifiable

characteristics. Honors courses are not better than other courses. Honors instructors are not better than other instructors. If they were, we who teach both honors and non-honors sections would be educational schizophrenics of questionable morality indeed. (p. 18)

Very little formal research has been done relating only to the strategies and tactics for establishing and continuing honors programs. One study by Rinehart (1978), however, is somewhat allied to this topic. In his study, Rinehart considered "what has been, currently is, and should be the curricular and instructional innovation used by honors programs in American higher education to meet their primary goal of providing challenging educational opportunities for academically superior undergraduate students" (pp. 4-5). Rinehart sent detailed questionnaires to 140 honors directors whose programs were institutional members of the NCHC (pp. 52-53). He analyzed more than 600 pages of information returned by the 72 responding directors (p. 53). After completing this analysis, Rinehart concluded that honors

programs have relied primarily on interdisciplinary seminars and independent study. In these areas they have pioneered needed innovation and influenced higher education to the point where these methods are established in most colleges. Honors programs have not, however, been a leader in initiating or promoting promising new learning content areas and methods. (p. 166)

Pickering (1979) made several predictions regarding the future of the honors programs in the 1980s. The majority of his predictions were derived from the suggestion that "the economic plight of higher education will be particularly hard on honors programs" (p. 7). He concluded that supporters of honors programs will need to clearly articulate a defense for the existence of those programs in order to maintain their place in the curriculum.

The charges of elitism were once again addressed in Smith's (1981) article, "Ideas That Ramify: Honors in an Open Admissions Commuter Institution" (1981). Although Smith acknowledges that honors programs have long been associated with exclusive private institutions, he suggested that they are perhaps most appropriate in large, open-admissions colleges where the student body has diverse needs. Smith summarized his argument by cogently stating the following:

By permitting low tuition state universities to offer their most talented and serious undergraduates the kind of educational experience that would otherwise be limited to students at expensive liberal arts colleges, honors has contributed to the egalitarian tradition of extending educational opportunity to the less affluent. (p. 7)

As a further investigative effort, Daniel (1982a) wrote a two-part article which is particularly helpful to those attempting to plan and implement an honors program. In the first part of the article, Daniel considered possible off-campus activities that could be undertaken in an effort "to communicate clearly, honestly and effectively what honors is to those whose understanding and support will spell survival or demise" (p. 2). Throughout the article, he delineated four questions that must be considered while "marketing" honors programs. They are (1) "a clarification of what honors is," (2) "what target population must be addressed," (3) "what are or might be the most effective ways of addressing each group," and (4) "what are some of the different ways honors programs have responded to these questions" (Daniel, 1982a, p. 3). Daniel's conclusions were summarized in the statement

if we are to effectively market honors, we first must know what honors is and be convinced of its worth. We must identify clearly the people who need to be approached--students,

guidance counselors, the wider community. That approach ideally should involve direct contact with representatives of honors, students, faculty or administrators. (p. 26)

In part two, Daniel (1982b) discussed on-campus marketing considerations. As he stated, "within the institution, Honors is one program among many competing for support and participation" (p. 9). He proposed specific strategies useful in developing support and participation for honors among three on-campus groups: administrators, faculty, and students. Daniel concluded with the following suggestions:

First, recruiting support of administration and faculty begins by a clear evaluation and presentation of what honors can do. This means a continuing process of self study and response. Second, faculty involvement depends upon their perception of Honors as a means of enabling them to do what they do best--or should do best; an ally, not a competitor. Third, to retain students, good advising is the key, and it must be systematic and personal. Finally, recruitment of good students depends on providing them with what they need: a vision of what excellence in education can and ought to be. (p. 38)

Literature Specifically Related to Honors Programs in Community Colleges

Literature Published Before 1975

Since significant interest in the establishment and continuation of honors programs at community colleges is a relatively recent development, the body of literature specifically relevant to this topic does not have a long history. In fact, most of what has been written was published within the last decade. Moreover, very little formal research has been done, and still fewer full-length books have been published on the topic. The majority of what has appeared consists of relatively brief articles appearing in periodicals designed for community college educators, notably The Community Junior College Journal, or in the

Educational Resources Information Center (ERIC) document file.

Eldersveld (1961) was one of the earliest writers to raise the following question: If instruction at the junior college is "directed toward the average student, is the able student being neglected?" (p. 54). In this article, he wrote primarily of his experiences at Grand Rapids Junior College where he was Dean of Instructional Affairs. Eldersveld had surveyed the students of that college and had found that a significant number of what he termed "able students" were not being sufficiently challenged. He concluded that a "need to provide instructors with more academically demanding classroom opportunities was evident, and the need to develop an attitude of full-time learning as the intellectual tone of junior college campuses was also apparent" (p. 155). To assist in meeting these proposed needs, Grand Rapids Junior College established an honors program during the academic year of 1961-1962, and proceeded to refine the program in four key areas: "(1) the statement of aims and objectives, (2) selection process, (3) conduct of honors sections, (and) (4) administrative procedures" (Eldersveld, 1961, p. 155).

One year later, Swets (1962) wrote of her experiences as an English instructor teaching within Grand Rapids Junior College's Honors Program. Most of her comments were an attempt to describe the unique challenges offered by students in honors sections when they were faced with the less regimented goals of honors work. Swets concluded that "the student who is given freedom to go at it by himself after being regimented in high school often isn't quite sure when to begin, where to go, how well he is doing" (p. 453). She maintained that "less regimentation" and "more

inner direction" should be the goal of honors sections, while describing ten possible assignments that have that underlying intent.

Another study which dealt with honors English was conducted by Koehnline (1965). Although Koehnline addressed many topics not specifically related to community college honors English, he did outline various junior college models, in particular one in existence at Flint Community Junior College. He found that the areas of greatest concern within junior college English honors programs included the identification of suitable students, choice of course content, evaluation of the program, and selection of faculty.

English honors at the community college seems to have drawn more attention from writers in the field of honors than other academic disciplines. Several years after the Swets and Koehnline studies, Bridges (1981) also wrote of her experiences teaching in an English honors class. As part of her doctoral studies at Carnegie-Mellon University, Bridges designed, implemented and evaluated a course design in freshman composition for the honors student in two-year colleges.

Jordheim and Leopold (1965) offered a report on the "better" students at Skagit Valley Community College. This report sought to determine if an open door two-year institution known for its emphasis on remedial education should begin to more thoroughly address the needs of the academically talented. The report recommended that enrichment programs at Skagit Community College be initiated and that more attention be given to academically talented students.

Swets (1967) wrote a second article relating her teaching experiences within the honors sections at Grand Rapids Junior College. The primary focus of this second article was upon the entrance criteria. She maintained that if entrance criteria emphasized high school or previous college achievement and placement scores, students enrolled in the program would largely be "super conformists" who lacked the intellectual curiosity and independence appropriate for honors work (p. 74). Swets concluded that community college educators should raise the question: "How can we revise our entrance criteria to initiate the inquisitive, creative, often lonely, insightful student who will participate with enthusiasm in a program that does not spell out in detail the exact way the student should go?" (p. 74). Swets' concern regarding appropriate entrance criteria would be echoed in several subsequent articles.

Follow-up studies of students who transfer from community colleges to four-year institutions are numerous. Studies that deal specifically with honors students who transfer to four-year institutions, however, are less prevalent. One such study of this nature was conducted in 1965 and reported in The Junior College Journal (Schultz, 1967). Schultz surveyed 4,171 honors students with the general purpose of determining how they viewed their junior college experience. The findings of the study, according to the researcher, indicated that

former honors students were warm in their praise of the junior college. Virtually none felt penalized for having attended a junior college. Most stated that they would make the same decision again. (p. 10)

These findings appear to refute the claim made previously in the introduction to this paper that more programs are needed for the

academically talented at community colleges, and that many academically talented students feel unchallenged by the curriculum. Two factors, however, should be noted in this regard. First, the date of the study does not speak to the current status of academically talented students at community colleges. Second, Schultz's entire survey population consisted of the members of Phi Theta Kappa, the community college honorary fraternity. In essence, he defined honors students as those who have been initiated into Phi Theta Kappa. The survey, therefore, may have omitted significant numbers of academically talented students not in Phi Theta Kappa who may have felt relatively unchallenged by their junior college experience.

Suggestions offered to administrators contemplating the initiation of an honors program are contained in Pollock's (1971) description of honors activities at St. Petersburg Junior College. Pollock suggested that an Ad Hoc committee be established to consider carefully the need for honors work and the feasibility of implementing such a program. After a need has been established and the feasibility assured, Pollock suggested that the next critical step is the establishment of rapport with local high school counselors. Much of the latter portion of his report discussed the specific curriculum model employed at St. Petersburg Junior College. Course descriptions of several of the core general education honors sections were also included.

The specific honors curriculum model at another community college was discussed in an article by Croft and Sharp (1972). They focused primarily upon attempts to develop honors in the social sciences at Southwestern Oregon Community College. Their honors program took the

form of an interdisciplinary social science sequence which did not employ a student screening process. The authors described the program in the following manner:

We call our program "Man and Society"; and while we have all the social sciences integrated into a full-year sequence, we have not structured the course material too rigidly. Rather, we are aiming directly at students who do not identify too well with the traditional curriculum courses offered in the social science field. . . . The main idea is to present relevant material with our most highly qualified instructors. (p. 140)

Munson (1973) was one of the first writers to consider the important issue of faculty compensation. She surveyed Mount Vernon College, Northern Virginia Community College, and community colleges in Maryland, with the intent of determining how faculty release time was used. Munson found that participation in honors programs was one of eleven uses of faculty release time most frequently cited. Other writers would later discuss the advisability of using release time as an incentive for faculty participation in honors programs (NCHC, 1983), but Munson demonstrated empirically that the practice was an accepted approach in the colleges she studied.

As part of his doctoral studies at Walden University in 1973, Etchinson evaluated the effectiveness of an innovative honors program at Grand View Community College in Des Moines, Iowa (Etchinson, 1973). This program enabled students to begin the third year of their baccalaureate studies while still attending the community college. The program involved an arrangement made with participating four-year institutions throughout Iowa. Etchinson sent out follow-up questionnaires to graduates of the program and also collected data via interviews. He found that most students rated the program very high in the delivery of

curricular and instructional services. Students indicated, however, that much work needed to be done on the articulation agreements between Grand View Community College and the participating four-year institutions. Ten years following the publication of this study, an NCHC publication would also emphasize the need to establish workable articulation arrangements between community college honors programs and senior institutions (NCHC, 1983).

Literature Published Since 1975

A significant increase in the rate of literature published regarding community college honors programs was seen in 1975. During this year, the American Association of Community and Junior Colleges sponsored a nationwide survey to determine the status of honors programs. The end result was an influential and often-quoted statistical analysis written by Michael Olivas (1975), which called attention to the dearth of programs specifically designed for the academically gifted.

As previously mentioned in the introduction to this paper, Olivas surveyed the entire membership of the American Association of Community and Junior Colleges regarding the extent to which they provided special programs for the academically gifted. Out of the 664 respondents, he found that (1) 47 had formalized academic structures, (2) the majority had some honors elements but not what could be called college-wide programs, (3) 125 colleges had no elements of special provisions, and (4) the size of the college apparently did not affect whether or not a college had an honors program (Olivas, 1975, p. 1). Olivas emphasized that honors programs at community colleges were relatively new phenomena

and that attempts were being made to widen participation within this segment of higher education. He suggested that

the mandate of two-year colleges to cultivate all available talent by extending educational opportunity to all who seek it suggests that there are no entangling precedents to preclude the development of honors programs if they be warranted. (p. 15)

In the same year that Olivas undertook his study, another significant study of community colleges was undertaken "in order to examine current honors activity and to identify current institutional concerns for the high-achievement or superior student" (White, 1975, p. 25). The study was sponsored by William Rainey Harper College and included those community colleges accredited by the North Central Association (NCA). Questionnaires were sent to 225 institutions, with "78 percent of these institutions" responding (p. 25). The survey revealed that

about 10 percent of the NCA affiliated community colleges (25 institutions) had operationally defined programs for honors and that nearly 50 percent of the institutions repending (82 institutions) have provisions of one sort or another for meeting the needs of superior students. (p. 25)

In addition to determining the actual number of honors programs, the survey intended to gather information regarding the following common concerns of honors programming: administration, participants, instruction, faculty work load, transfer and career programs, registration, financial support, and evaluation. The study revealed that the administration of honors programs is "usually found in the academic affairs sector of the community college" rather than in student personnel services (p. 26).

A major administrative problem commonly reported by respondents to the White study was the lack of a single, central administrative officer

who directs the entire program. The average age of participants was found to be 24 years old (p. 27). This suggested that senior institutions receiving these students into their honors program will be serving students older than the traditional age of honors participants. It was also reported that honors students took an average of four honors sections in one academic year (p. 27). Unlike the Munson (1973) study, this study showed little evidence of faculty being granted release time as compensation for teaching honors classes. Another conclusion drawn from the survey revealed that very little honors programming had been initiated in the career or terminal student areas. It was suggested that this lack of programming was largely a consequence of honors programs at four-year institutions serving as role models for the programs at NCA community colleges.

White's (1975) study also reported that registration of students on an annual basis varied greatly. The mean enrollment was 45 students per institution, with the smallest annual enrollment being 10, and the largest being 300 (p. 28). A critical question concerning the budgeting of honors programs was determined by this study to be whether the fiscal responsibility should fall upon the individual departments or upon a centralized "all college" budget area. Most NCA community colleges assigned the fiscal responsibility to the individual departments. The amount spent for "instructional programming labeled honors" rarely exceeded \$1,000 per institution (p. 28). It was also reported by this study that the majority of institutions with honors programs had instituted some form of formal evaluation mechanism. Often times, this

mechanism involved advisory committees consisting of faculty, students, and community participants.

White summarized the findings of this study in the following manner:

In all the finds of the survey it seems clear that although honors programs do not predominate in North Central Association community colleges, they certainly show promise and are increasing in number. Once again, the efforts to maintain and extend comprehensive educational activities provide a sound rationale for honors programs -- certainly as much of a rationale as for those programs designed to meet the needs of remedial education students at the other end of the broad community college spectrum. (p. 28)

While Etchinson's (1973) study emphasized the need for better articulation between community colleges and senior institutions, Whitlock (1978) discussed the topic of articulation between the high school and the community college. Whitlock found that above average students were more likely to encounter curriculum duplication as a result of inadequate articulation, than would average students. Therefore, he suggested the need for special programs at community colleges for the gifted in an effort to avoid this duplication.

The head of Rockland Community College's English Department, Libby Bay (1978), wrote an article that explored the philosophical basis of honors at community colleges. She, like other writers, found that "whispers of elitism and tracking clog the lines of communication if honors programs are suggested and the mandate of the community college is reduced wrongly to remediation and technical preparation" (p. 18). Bay suggested that a significant number of bright students attend community colleges and do not receive instruction at an appropriate level. She cited several national surveys to support her claims, including the Olivas (1975) survey, which was previously mentioned in this paper. Much

of the final portions of her report described the curriculum model employed at Rockland Community College.

Bangor Community College in Maine has attempted to address the problem of articulation between community college and senior institution honors programs discussed in Etchinson's (1973) study and elsewhere. A report entitled "Integrating Honors Programs At Two Year Institutions and Four year Institutions" described the efforts to establish coordination between Bangor Community College and the University of Maine in nearby Orono (Carlson & Schuman, 1980). The arrangement described affords Bangor Community College honors students "the opportunity to participate in the intellectual life of the large institution, . . . to utilize some of the rich personal and physical resources of a university of 10,000 plus students, and to confront issues and materials which go beyond the bounds of many of the preprofessional programs at the A. A. level" (p. 21). While Bangor Community College honor students are required to earn some honors credit at the community college, they are also required to take at least three honors courses at the University of Maine. This arrangement is the critical factor in encouraging community college students to interact with faculty and other honors students at the senior institution. It also adds a degree of diversity to the University of Maine's program by addressing students who are not enrolled in the traditional four year baccalaureate program. Both campuses appear to benefit from the exchange.

The administration of the Bangor Community College Honors Program is handled cooperatively between the Dean of the College, the Director of the Honors Program, and an Honors Secretary. The chief coordinating

board between the two campuses is the Honors Council, which directs the program at both Bangor Community College and the University of Maine. The board is under the general supervision of the Vice President of Academic Affairs of the University.

Like Carlson and Schuman (1980), many researchers have been interested in developing ways to provide a smooth transition for gifted students from one institution to another. While Carlson and Schuman dealt with a cooperative arrangement for gifted students between a community college and a senior institution, Campion outlined an arrangement between Henderson County Junior College in Athens, Texas, and the local high schools (1981). According to Campion, many community colleges have dual enrollment systems for gifted high school students, and a few actually take their programs directly to the high school campus. The program that Campion outlined does just that.

As a result of Henderson County Junior College's concurrent enrollment approach, a much higher percentage of talented students from the local high schools enrolled in that institution upon graduation. Additionally, "the college and the area high schools enjoy a much closer relationship" and, "the college and the community are drawn closer together" (p. 31).

Attempts by community colleges to attract more academically talented students were also described in an article entitled "Working With the High Schools to Strengthen Community College Programs" (Friedlander, 1982). Several programs were discussed including Miami-Dade Community College's honors program, entitled "Emphasis on Excellence." Friedlander explained that students "in the top ten percent of their graduating high

school class are offered scholarships to attend Miami-Dade, as well as honors classes, seminars with distinguished professors, opportunities for program acceleration, cultural events, special services, and individual recognition" (p. 15). Other community colleges have offered similar incentives. As a result of these incentives, increased numbers of academically talented high school graduates were found to be enrolling in their local community college.

As previously mentioned in the introduction to this paper, Farnsworth (1982) also noted an increase of academically talented students attending community colleges. His main concern, however, was the retention of these students. He described the results of a follow-up study conducted at Muscatine Community College, where he is Dean of Student Services:

This group of academically accelerated students was dropping out at a rate equal to that of students with marginal skills. Many, of course, were transferring to other institutions. But an alarming number were discontinuing their education, at least for the time being. (p. 32)

In response to this situation, Muscatine Community College developed its "Horizons" program. In a letter sent to this writer, Farnsworth explained the program at some length. A portion of his comments included the following:

We elected to develop a series of broadening extra-curricular experiences for our students, making them open to any who wished to participate. Those experiences have included specially arranged luncheon discussions with visiting dignitaries, dinner theatre outings, discussion groups on topical issues or books, field trips, and so on. We are four hours from Chicago and have taken advantage of the cultural opportunities afforded there on occasion. (K. A. Farnsworth, personal communication, November 15, 1983)

Farnsworth continued by stating that he preferred for these special programs to be "extracurricular" in nature, since the academically talented student can be an asset to other students in regular sections. Little attempt, therefore, was made to gather gifted students into limited enrollment honors sections (K. A. Farnsworth, personal communication, November 15, 1983). Farnsworth's (1982) article and his personal communication with this writer underscored a concern that many writers in the field have expressed: that although programs will vary from institution to institution, some provisions should be made to challenge the academically talented student.

Piland and Gould provided a brief history of honors programs before they discussed their survey of 48 community colleges in Illinois (1982). This survey revealed the existence of only seven active community college honors programs in Illinois (p. 36). These results are consistent with the results of the previously mentioned nationwide survey conducted by Olivas (1975). Although only seven active programs were found to exist, a composite profile was suggested. All of the programs were determined to have entrance criteria that usually consisted of three factors: ACT scores, grade point average, and recommendations. Additionally, "all of the colleges offering honors programs identified some type of requirements for students to continue in the programs once they were admitted" (Piland & Gould, 1982, p. 26). The most frequently mentioned program features included honors sections, independent study, in-course honors activities, and opportunities for research. The majority of the programs had advisory committees overseeing honors-related activities,

with one individual, usually called a program coordinator, directing the program. Recognition offered to participants included "award nights-banquets, certificates of program completion, special seals affixed on the diploma, special notation in the commencement program or on the transcript" (p. 36).

Following Piland and Gould's (1982) exploration of the status of honors programs in Illinois, they concluded that the programs already in existence were consistent with the mission of comprehensive community colleges. Consequently, they suggested that more programs be developed throughout the state.

Several influential publications concerning community college honors programs appeared in 1983. An article in the Chronicle of Higher Education, entitled "Urban Community Colleges Revamp Programs for Students Transferring to Universities," drew attention to the increasing interest in honors programs (Watkins, 1983). In this article, Watkins outlined efforts undertaken to assist academically talented students in such urban community colleges as the The Community College of Philadelphia, Los Angeles Mission College, Compton Community College in California, and Honolulu Community College in Hawaii. Most of the programs outlined sought to assist transferring honors students in much the same manner as the Bangor Community College-University of Maine (Carlson & Schuman, 1980) model did.

Another influential publication that appeared in 1983 was Friedlander's "Honors Programs in Community Colleges" (1983). This article reported information obtained from a study sponsored by the Center for the Study of Community Colleges at the University of

California at Los Angeles. Persons responsible for the honors programs in six major community college districts (Chicago, Dallas, Maricopa, Miami-Dade and St. Louis) were interviewed. The end product covered a broad variety of concerns including the following: the purpose of initiating honors programs, benefits, admission criteria, course selection, interdisciplinary courses, in-class honors options, and extra-course activities. Friedlander found that

the most frequently mentioned reasons for starting an honors program were (1) an increasing number of students who are attending community colleges can benefit from honors courses and programs; (2) honors programs are part of college-wide efforts to strengthen the quality of their academic programs, particularly in the area of general education; (3) honors programs can assist community college educators in their efforts to attract and retain outstanding students and faculty; and (4) these programs can enhance the public image of the institution as a place where superior scholarship is honored and encouraged. (p. 26)

The benefits to students most frequently mentioned included the opportunity to work in smaller classes with outstanding faculty, and the offer of transfer assistance to senior institutions. Similar to previous investigations, this study found that the admission criteria usually consisted of ACT or SAT scores, grade point average, and recommendations. In addition, scholarships were usually offered to participants, although the form varied.

Friedlander also found that honors students typically have a number of special honors sections from which to choose: "A major advantage of honors courses is that they provide students with an opportunity to work with other students of similar abilities and interests" (1983, p. 27). Frequently, these special sections are offered in an interdisciplinary format. Beyond the opportunity to earn credit in special sections,

honors students may also earn honors credit through in-class options while attending regular course sections. These options typically consist of the student fulfilling extra requirements and activities before the credit earned is listed as "honors."

Many honors programs seek to develop a sense of community among their participants. Friedlander (1983) listed a number of extracurricular activities that have this objective as their major intent. These activities were similar to those mentioned by Piland and Gould (1982), and included "special social activities, recognition banquets, special education-intellectual activities, recognition at graduation, affiliation with the state honors council, and opportunities for special research" (p. 25).

Still another important document regarding community college honors programs was published in 1983. In October of that year, the National Collegiate Honors Council, with the assistance of the National Council of Instructional Administrators and The Community College Humanities Association, published a full-length monograph entitled "Honors Programs in the Two Year College" (NCHC, 1983). This monograph was written by a committee consisting of ten leaders in the field of community college honors education. The committee chairperson was Ms. Kandell Bentley-Baker of Miami Dade Community College. This document appears to be the most comprehensive treatise on the topic to date.

The five chapters of the monograph covered a variety of topics including program rationale, honors program models, honors faculty, support systems, and typical questions and answers related to honors. In the chapter concerning program rationale, the writers reviewed the work

of several researchers who suggest the legitimacy of honors programs in community colleges. Included in this group were several of the writers previously mentioned in this paper including Bay, Farnsworth, Piland and Gould, and McCabe. Also included was the goal statement of Maricopa Community College

1. to attract and retain superior students
2. to recognize and meet the special needs of superior students
3. to improve the overall image of the college
4. to challenge and provide satisfaction to faculty
5. to serve as a focal point for development of innovative programs, services, and courses
6. to provide special recognition and rewards for truly outstanding students. (p. 5)

The chapter on curriculum components described honors sections, honors contracts, seminars, independent study projects, admission criteria, maintenance and graduation criteria, special program services, administrative networks, and other pertinent areas. Brief descriptions of curriculum models at Long Beach Community College, Miami-Dade Community College, Maricopa Community College, Broward Community College, and other colleges were also included. The authors of this chapter summarized their thoughts on curriculum models in four statements:

1. An honors program needs a director to coordinate the activities and work with the honors students.
2. A broad base honors program advisory committee composed of faculty, students, administrators, and possible community representatives should guide the direction of the program.
3. Admission to the program should be open to all students (vocational and certificate program students as well as transfer students) who meet the requirements and can benefit from the program.

4. There are five types of activities which are particularly important: special sections of honors courses, in-course honors (contracts), independent study, extracurricular activities, and recognition of achievement. (NCHC, 1983, p. 27)

The authors of the chapter entitled "Honors Faculty" stressed that "the success of the honors experience and honors programs for superior students is directly proportional to the commitment, skill and expertise of the faculty involved" (p. 29). Community colleges wishing to initiate honors programs were advised to address faculty concerns as early in the planning process as possible. It was suggested that programs for the faculty should not only be implemented from the "outset of planning," but they should continue for as long as the honors program is in existence (NCHC, 1983, p. 30). Specifically, the authors recommended that four major areas be addressed: the screening and selection of faculty, the identification of specific roles, the strategies to be used when addressing faculty training needs, and the evaluation process to be employed.

The authors explained that honors faculty typically are required to possess skills beyond what might be expected of other faculty members. These instructors will need skill in dealing with motivated students who will seek from them additional guidance and instruction frequently outside of class. According to the authors, the honors instructor must welcome this additional responsibility. It was also reported that motivated students are often prone to challenging and questioning teachers and other students during class discussions. An instructor with expertise in his or her subject matter and a confident self-image would conceivably welcome such challenges. The authors suggested that this

type of instructor would be better suited to an honors program than an instructor who may not possess the required expertise and healthy self-image.

Above all, the authors maintained that the honors instructor should be committed to the goals of the program. He or she should not only be interested in professional advancement, but should have a genuine interest in the intellectual growth of students. He or she must also maintain a repertoire of various teaching methods designed to stimulate the spirit of inquiry.

According to the authors, honors faculty will need to be involved in tasks not usually performed by instructors, in addition to having special teaching and counseling skills. For example, the program director will often request that honors faculty participate in recruitment activities. Such participation involves, among other activities, visiting local high schools in an effort to maintain ongoing communication with the students, teachers, counselors, and administrators of those institutions.

The incentives for accepting these increased responsibilities, as stated in the monograph, are largely "psychic in nature" (p. 29). Although it was reported that some community colleges do provide occasional tangible incentives, faculty members will need to perceive the satisfaction of working with gifted students as their chief reward for the extra responsibility involved. After reviewing the additional roles of the honors faculty, the authors concluded this chapter by stating the following:

Recognizing that few people have universal competence, there is a critical need for special training and development for faculty. Such training will help achieve and maintain a high quality honors program. (p. 32)

Following the chapter devoted to faculty, the authors included a discussion of on-campus and off-campus support systems. On-campus support was divided into the three categories of administrative, facilities and equipment, and financial support. The authors suggested that the most critical type of on-campus support occurs when "administrative support is translated into financial support" (p. 34). They stressed the need for funds to be provided for salaries, scholarships, travel, equipment and publicity.

Linkages to senior institutions were considered to be the most important form of off-campus support. Specifically, gaining scholarships to senior institutions for graduates of community colleges was mentioned. Additionally, other forms of transfer assistance that could be secured were considered to be very effective in ensuring the health of the community college program.

A brief narrative in a question-and-answer format concluded the National Collegiate Honors Council monograph. This particular document stands as the single most comprehensive treatise specifically related to community college honors programs. However, after this dissertation was completed, another excellent monograph on the topic was published by the League for Innovation in the Community College entitled Survey of Honors Programs by McKeague, White, and Wilders (1984).

Literature Related to Martorana and Kuhns' "Interactive Forces Theory" of Academic Change

The process of curriculum change has drawn extensive attention from educational researchers. As Wattenbarger and Scaggs (1979) pointed out,

"hundreds of books and articles document the need for curriculum change" and ". . . dissemination strategies and adoption patterns have been thoroughly discussed in the literature" (p. 2). Although an exhaustive review of the literature related to curriculum change would go beyond the scope of this study, it is possible to briefly describe the work of several key change theorists. These theorists seem to have exerted a particular influence over the development of Martorana and Kuhns' "Interactive Forces Theory" (1975).

Kurt Lewin was a pioneer in the area of change research. He suggested, in his "Field Theory," that there were basic steps in the change process: unfreezing the field, carrying out activities which induce change, and refreezing at a new location (1948). Many aspects of the five steps of academic innovation contained in Martorana and Kuhns' "Interactive Forces Theory" may be seen as a refinement of Lewin's three stages of change. Martorana and Kuhns (1975) mentioned Lewin prominently in their book and summarized his thinking in the following manner:

A pioneer in the field of change was Kurt Lewin who based his "field theory" on differences he perceived between the conceptual approaches of Aristotle and Galileo. According to Lewin, quasi-stationary equilibrium occurs in a social situation when the forces which tend to strengthen a standard of behavior (for example, a particular academic tradition or expectation) are equal to those which tend to lower that standard. (p. 175)

Martorana and Kuhns (1975) explained that Lewin saw change occurring when forces were added to the "force field" in a desired direction or when opposing forces were diminished. Wattenbarger and Scaggs (1975) also summarized Lewin's thinking and embellished it with their own practical suggestions:

First, one must go through a process of unfreezing. A climate for change, a favorable attitude toward change, the overt support of the college leadership, and the use of a change agent will help to accomplish this. Second, one must prepare for change. A period of planning, study, fact finding, reinforcement is required. Finally, the refreezing must occur with security, adequate resources, and the development of new skills. (p. 9)

At least two other researchers are mentioned in Martorana and Kuhns' book (1975) as having utilized Lewin's theory of change for investigative purposes. Levinger (1961) applied Lewin's Field Theory to the resolution of conflict, while Stearns (1955) applied it to decision making within schools.

Hefferlin (1969) published an influential study which was mentioned by Martorana and Kuhns. In his work, Dynamics of Academic Reform (1969), Hefferlin studied the degree to which institutional instability affected change. He concluded that change was more prevalent when institutional instability existed. This instability could be caused by many factors including the existence of a low number of tenured faculty, division or department chairpersons rotating on a regular basis, frequent personnel changes on governing or coordinating boards, and high rates of expansion or turnover among faculty and administrators. Hefferlin also found that colleges without graduate programs and colleges located in metropolitan areas seemed to exhibit instability and thus showed a predilection toward change.

→ Warren Bennis has been one of the leading researchers in the area of change theory. Bennis, a former student of Kurt Lewin's, edited a book with Kenneth Benne and Robert Chin in 1961 entitled The Planning of Change. This book had a significant impact on change theorists of the 1960s and has since undergone several revisions. It remains today as one

of the most frequently cited sources of information on change research. In addition to containing articles written by the editors, this text also contained the work of many other noted writers including David Reisman, Ronald Lippitt, Jacob Getzels, Douglas McGregor, Gordin Lippitt and Talcott Parsons.

Bennis' influence on the development of "The Interactive Forces Theory," however, was most strongly exerted by his book, The Leaning Ivory Tower (1973). This book was intended to be an "intimate memoir that would capture the thoughts and feelings of a university administrator caught in turmoil" (p. vii-viii). The events discussed focused upon a period in the late 60s when Bennis was Provost at the State University of New York (SUNY) at Buffalo. During this period, SUNY at Buffalo was experiencing a great deal of unrest, as were many other campuses at that time. In addition to the student unrest that typified these politically volatile days, SUNY at Buffalo was undergoing significant organizational changes in its leadership structure while in the process of building a new campus. Following a description of his experiences in this rapidly changing academic environment, Bennis suggested several guidelines for the administrator involved in academic reform. Among these guidelines were the following:

1. "Guard against the crazies" (1973, p. 138). Here Bennis proposed that innovation often attracts people "who will take your ideas and distort them into something monstrous" (p. 138). He warned that change minded administrators must avoid being associated with "irresponsible" or "antagonistic" persons (p. 138). Administrators, according to Bennis, must be able to distinguish the true innovators from individuals "masking mediocrity with a flashy commitment to innovation" (p. 138).

2. "Build support among like-minded people whether you recruited them or not" (p. 138). With this recommendation, Bennis stressed the need for institutions to "preserve the esteem of all its members" (p. 138). He explained that change agents may work with new ideas and new personalities, but the "veterans" of the institution must be involved and welcomed. The failure to include the "veterans" of SUNY at Buffalo in the change process significantly impeded that change process. Bennis summarized the situation by stating that "we succeeded in infusing new blood into Buffalo, but we failed to recirculate the old blood" (p. 139).
3. "Plan for how to change as well as what to change" (p. 139). Here Bennis stressed that successful change not only involves a clear vision of goals, but also it requires a "coherent mechanism for change" (p. 140). Change agents must have a clear outline of possible strategies and tactics so that "a clear concept of how change should proceed" could be visualized (p. 139).
4. "Don't settle for rhetorical change" (p. 140). Here Bennis maintained that significant change does not take place by "fiat." Consequently, a change agent must be sensitive to the organizational structure represented by the "complex set of intramural relationships" that are much more influential than the organizational structure existing on paper (p. 141). A change-minded administrator, therefore, must build "new constituencies and maintain established ones" (p. 141).
5. "Remember that change is most successful when those who are affected are involved in the planning" (p. 144). Bennis stated that perhaps the greatest resistance to change occurs when people feel that change is being imposed upon them. He stated that "people resist change, even of a kind they basically agree with, if they are not significantly involved in the planning" (p. 144).

Bennis offered numerous other pragmatic suggestions to administrators involved in academic reform, in addition to those mentioned above. These guidelines, as well as those discussed in the chapter entitled "Guidelines for Change Leaders" (pp. 162-173) in Martorana and Kuhns' book, offer a clear and concise list of practical suggestions for the prospective change agent.

In addition to The Leaning Ivory Tower, another study concerning academic change appeared in 1973. Mayhew and Ford (1973) reviewed some of the more prevalent curricular innovations occurring during the early 70s. Among the innovations discussed was the development of honors programs. Mayhew and Ford described this particular innovation in the following manner:

A peculiar curriculum effort, in the light of the issues, is the honors program. An early manifestation was the creation of the pass-honors degree at Swarthmore in 1922, but the program did not gain headway until the American public, prompted by Russian scientific achievements climaxed by Sputnik in 1957, demanded rigor in education. Generally, honors programs are intended for the intellectually gifted, hence in one sense they are elitist. But many of the honors courses are broad, stress important questions, raise value issues, accept the conflicts which college students experience, and try to focus the attention on ends. Honors courses seek to place work in a broad context and to help students to establish relationships between their lives and what they study. (pp. 7-8)

After describing the various academic innovations, the authors offered specific suggestions for curriculum change. One such suggestion stressed that "any system of education should have a built-in process for bringing about regular change" (p. 168). Mayhew and Ford believed that an environment must be created where "change is expected and is not associated only with the inauguration of a new administrator or a major palace revolt" (p. 168). Later in the text, the authors maintained "the institution should subject the entire curriculum to constant criticism and analysis" (p. 171). They recommend that this criticism and analysis be undertaken through regular self-study and through the use of a "sociological stranger" (p. 121). A "sociological stranger" is "one who is familiar with an institution, yet is apart from it" (p. 121).

Many of the authors' suggestions concerning criticism and analysis originate from the realization that little change occurs unless a specific need is felt. As Meyhew and Ford stated, "Innovation is not likely to come about unless the need is clearly perceived. A number of successful innovations are clearly traceable to the simple fact that a need has been painfully apparent" (p. 117). The suggestion that a change agent is needed to create a demand for change was also emphasized in Martorana and Kuhns' (1975) study. In their words

change agents and managers need to activate the possible interactive forces on behalf of the change desired; the strategy of creating demand does this by changing the institutional setting and thereby forcing new organizational responses. (p. 165)

Having briefly outlined some of the research which apparently influenced the development of Martorana and Kuhns' "Interactive Forces Theory," it is now possible to synthesize some of the more important aspects of their theory.

Managing Academic Change (1975), as the title implies, represented the authors' "approach to a theory of effective change in colleges and universities" (p. xiv). During the course of their inquiry, Martorana and Kuhns asked numerous colleagues in higher education about their involvement with academic innovation. Additionally, several educators were asked to submit manuscripts describing specific innovations. These descriptions appear in Chapters II through V of the book, and fall within four basic categories: "the creation of new campus-based institutions, the development of non-campus alternatives, the organization of satellites to existing institutions, and the reform of existing programs" (p. xiv). The latter portion of the book consists of suggested

guidelines for change agents, and a description of the theory of interactive forces that operates during academic innovation, which Martorana and Kuhns distilled from their inquiry. The proposed guidelines and theory were found to be most pertinent to the problem of the present study.

Martorana and Kuhns divided their discussion of "Guidelines for Change Leaders" into two categories: strategies for change, and tactics for change. As previously mentioned in the Definition of Terms section in Chapter I of this paper, "a strategy is an overall plan of action for achieving a goal" (p. 162). Tactics, on the other hand, are "specific actions taken to implement chosen strategies" (p. 163). Martorana and Kuhns used the analogy of building a house to explain their terms. They likened the goal to the finished house, the strategy to the blueprint for the house, and the tactics to the "tools used and steps taken in the process of" constructing it (p. 163). They selected certain strategies and tactics that appeared to be "more advantageous than others" in directing academic innovation. They then discussed these strategies and tactics in detail.

Among the strategies mentioned were the following:

1. "Low-profile action" (p. 164). The authors stated that often the best strategy is to de-emphasize the importance of change. This is particularly important when strong opposition is expected. The objective of this strategy is to encourage others to see the change as a "reform--an effort to return the institution to its true goals and to make the institution more successful at accomplishing its traditional purposes" (p. 164).
2. "Participant involvement versus power coercion" (p. 165). The authors, in their discussion of this strategy, directly linked the success of academic innovation with the degree to which participant involvement exists.

3. "Creation of demand" (p. 165). As previously mentioned, "one way to cause . . . change is to create a new demand" (p. 165). In order to create this new demand, Martorana and Kuhns believed that responsible persons need to engage in political action "within the organization, between it and other external agencies, or in both agencies" (p. 165).
4. "Control of communication" (p. 167). The authors summarized this strategy by stating that "at its best, this strategy spotlights and dramatizes the fact that the innovation is underway and merits attention of all interested parties; at its worst, it distorts information by disseminating only what is favorable to a proposed innovation and suppressing that which is negative" (p. 167).

Martorana and Kuhns (1975) listed many tactics that can be employed in carrying out strategies. They warned, however, that like strategies, "tactics have both negative and positive connotations." Therefore, a sensitivity to the ethical concerns was recommended. The tactics listed included the following:

1. appreciation of timing,
2. obtaining an overview,
3. determining obstacles,
4. providing reassurance,
5. building on existing concerns,
6. avoiding rejection,
7. respecting the past,
8. persuading the opposition,
9. confronting the opposition,
10. compromise and co-opting,
11. selecting personnel for decision-making positions,
12. using trial balloons,
13. using a front man,
14. carrying out a hidden agenda, and
15. outflanking the opposition (pp. 167-172).

In the "Checklist Used As An Interview Guide" of this study (see Appendix A), this researcher attempted to apply the general principles outlined in Martorana and Kuhns' discussion of advantageous strategies and tactics to a specific academic innovation, honors programs. The strategies and tactics which appear on the checklist, therefore, reflect the broad guidelines outlined in Managing Academic Change (1975), combined with the specific language of the literature directly related to honors programs.

Following their review of guidelines for change agents concerning suggested strategies and tactics, Martorana and Kuhns described a "conceptual framework" within which successful change can be "planned, projected and implemented" (p. 173). They also maintained that this conceptual framework "can be employed retrospectively to reconstruct . . . a past change" (p. 182). This, of course, is the manner in which Martorana and Kuhns' framework is employed in the present study. They named their conceptual framework, an "Interactive Forces Theory."

This theory consisted of three primary categories of forces which promote change in higher education: personal, extrapersonal, and goal hiatus forces. Personal forces are of three kinds: "decision makers" within the institutions; "implementors" within the institution who carry out decisions; "consumers," such as students, parents, and alumni who are affected by change (p. 177). Extrapersonal forces are those forces which "move beyond the influence of single individuals," such as the tangible influences of "facilities," "land," and "equipment," and the intangible influences of "traditions," "policies," and "trends" (p. 178). A goal hiatus force "refers to the discrepancy between the aspiration toward a

particular institutional goal and the achievement of this goal" (p. 178).

Martorana and Kuhns (1975) suggested that the three forces of personal, extrapersonal, and goal hiatus operate throughout the five developmental stages of academic change discussed previously in this paper. They maintained that during the life cycle of an innovation, the "interplay of forces over a period of time" creates a continuum which can be "divided into five finite developmental stages: exploration, formulation, trial, refinement, and institutionalization" (p. 179). These five terms have been previously defined in the Definition of Terms section of this paper.

Martorana and Kuhns (1975) suggested that a matrix could be created using the three forces as one axis and the five developmental stages as another axis. If a statistical analysis of past, present, or future change was desired, "numerical values may be assigned to each of these forces at each stage of development in order that the change leadership may assess the most important positive and negative pressures" (p. 180).

While the "Interactive Forces Theory" was primarily intended "as a planning device for estimating the likely level of forces in the future regarding a projected innovation" (p. 182), aspects of the theory will be applied retrospectively in the present study. As previously mentioned in the Procedures section of Chapter I of this paper, the five stages of academic innovation outlined and defined by Martorana and Kuhns will be utilized as a structural framework in the evaluation of strategies and tactics employed during the planning and implementation of honors programs at community colleges.

Summary

→ The literature related to the development of honors programs in American higher education and that related specifically to honors programs in community colleges is not exhaustive. Much of what has appeared consists of short journal articles appearing in Forum for Honors, or The Community Junior College Journal. Very few full-length studies were found to exist. Among these, Aydelotte's (1944) pioneering work entitled Breaking The Academic Lock Step: The Development of Honors Work in American Colleges and Universities and Joseph Cohen's (1966c) The Superior Student in America remain the most notable. A 1983 publication of the National Collegiate Honors Council entitled Honors in the Two Year College is the most significant work to date for the community college.

Perhaps because the topic itself has not received extensive attention from researchers, it is difficult to outline strong thematic currents recurring in the literature. Several concerns, however, seem to be most prevalent. These concerns include historical origins, current status of programs, rationale and goal statements, admission criteria, faculty selection and incentives, administrative networks, evaluation of programs, and attempts to answer the charges of elitism.

The amount of literature dealing with the process of curriculum change, unlike that dealing specifically with honors programs, is very extensive. For the purposes of this study, those writers who appeared to exert particular influence upon the development of Martorana and Kuhns' "Interactive Forces Theory" were briefly mentioned. Also, a summary of the theory itself was presented. The writers mentioned included, among

others, Kurt Lewin, J. T. Hefferlin, Warren Bennis, Lewis Mayhew, and Patrick Ford. These writers' and other change theorists' contributions led to the development of the "Interactive Forces Theory" outlined in Managing Academic Change (1975).

CHAPTER III STUDY SITES AND METHODOLOGY OF DATA ANALYSIS

As described in Chapter I of this study, three comprehensive community colleges that were determined to have well established honors programs were selected for in-depth study. These three community colleges were chosen because they clearly met the definition of a comprehensive community college (see "Definition of Terms" Section of Chapter I), and because they clearly met the specific criteria (see "Procedures" section of Chapter I) as comprehensive community colleges having well established honors programs.

Selection of Study Sites

Several stages were involved in the selection of the specific colleges to be studied. These included the following: studying the professional literature that described honors programs at specific community colleges; reviewing the results of the previously mentioned honors programs survey designed and distributed by this researcher in the fall of 1983 (see Appendix C); reviewing the general catalogs of prospective community colleges; studying honors program brochures of prospective community colleges, and other related printed material; and personally contacting honors program directors and/or academic vice-presidents at prospective community colleges.

The descriptions of academic offerings contained in their respective catalogs clearly warranted designating the following three institutions

as comprehensive community colleges: Daytona Beach Community College, DeKalb Community College, and Rockland Community College.

Description of Study Sites

Daytona Beach Community College (DBCC) serves Volusia and Flagler Counties on Florida's east coast and is one of Florida's 28 public community colleges. The main campus is located in Daytona Beach, Florida, with centers in Deland, Deltona, New Smyrna Beach and Palm Coast. Since its establishment in 1958, DBCC has been called "the state's first comprehensive community college" (DBCC General Catalog: 1983-1984, 1983, p. 8). In 1984, DBCC offers a wide variety of courses-- vocational and technical, college credit, adult education, and others designed to meet the needs of its serving district. According to the 1984 edition of the Community, Technical, and Junior College Directory, DBCC had 3522 full-time and 4738 part-time students enrolled as of October, 1983 (Community, Technical and Junior College Directory 1984, 1984, p. 31).

DeKalb Community College (DCC) was established in 1958 as "Georgia's only community operated institution of higher learning" (DeKalb Community College General Catalog: 1983-1984, 1983, p. 11). DCC serves the citizens of DeKalb County and the greater Metropolitan Atlanta area from three campuses, one of which is juxtaposed to a Vocational-Technical campus. The north campus is located in Dunwoody, Georgia; the central campus in Clarkston, Georgia (adjacent to the Vocational-Technical campus); and the south campus in Decatur, Georgia. At all three locations, DeKalb Community College offers a wide variety of general education, college transfer education, occupational education,

developmental studies and community service programs. According to the 1984 edition of the Community, Technical, and Junior College Directory, DCC had a full-time student enrollment of 8710 and a part-time student enrollment of 7810 as of October, 1983 (Community, Technical, and Junior College Directory: 1984, 1984, p. 33).

Rockland Community College (RCC) is a comprehensive two-year college serving the citizens of Rockland County, New York. Located in Suffern, New York, and established in 1959, RCC provides "affordable, quality learning experiences of great range" (RCC General Catalog: 1983-84, 1983, p. 3). Its offerings include general education, technical education, special education, extension work, and transfer education programs. A noted international education program has also been developed and implemented. RCC is affiliated with the State University of New York (SUNY). According to the 1984 edition of the Community, Technical, Junior College Directory, RCC had a full-time student enrollment of 4412 and a part-time enrollment of 4616 (Community, Technical, and Junior College Directory: 1984, 1984, p. 53).

In addition to meeting the criterion of being a comprehensive community college, as previously stated, all three colleges met the three criteria listed in the "Procedures" section (see page 20) of this study. First, the honors programs at all three colleges clearly incorporated eight or more of the recommendations listed in the statement entitled "Major Features of a Full Honors Program" (NCHC, no date). Second, all three community colleges readily made historical data available to the researcher. This historical data included various internal memos, personal letters, fact sheets, lists of course offerings,

faculty and administrative policies and procedures, planning committee meeting minutes, formal proposals, student newspaper and local newspaper articles, brochures, various printed announcements circulated among students, course outlines and syllabi, minutes of honors council meetings, and minutes of pertinent meetings of the faculty senate. Third, individuals who were directly involved in the development of the respective honors programs were available for in-depth and individual interviews. The positions held by these individual included those of former president of the college, vice-president for academic affairs, dean of student services, campus provost, coordinator of career development, coordinator of transfer planning, former honors program director, present honors program director, chairperson of the honors council, former honors program ad hoc planning committee members, and past and present honors program faculty. A complete list of those individuals interviewed, with corresponding college affiliation and professional title, appears in Appendix D.

Methods of Analysis of Data

Throughout the process of analyzing the qualitative data collected at the three study sites, the researcher relied heavily upon the guidelines set forth by two educational researchers, Matthew B. Miles and A. Michael Huberman (1984a, 1984b). The techniques explained by other educational researchers were also helpful. These included M. L. Dobbertt, M. Q. Patton, and J. Spradley (Dobbertt, 1982; Patton, 1980; Spradley, 1979). Much of the analysis consisted of employing the "three concurrent flows

of activity" outlined by Miles and Huberman (1984a, p. 23): data reduction, data display, and conclusion drawing.

Data Reduction Activities

→ Data reduction activities included informally transcribing and editing the taped interviews conducted at the study sites. These transcribed notes were then organized to coincide with the stages of academic innovation contained in the interview guide. They were stored so that the individual interviewed, the site location, and the date of interview could be retrieved. Also, the information contained on the documents studied was paraphrased and these notes were similarly organized to coincide with the stages of academic innovation. They were stored in a manner in which the type of document, location site, and data received could be retrieved. The final stage of the data reduction process consisted of summarizing and editing the field notes taken during the site visits. These field notes were organized and stored in a manner similar to that of the transcribed interviews and paraphrased documents.

Data Display Activities

The data display activity employed in this report was a descriptive matrix (Miles & Huberman, 1984a). The intent was "to combine parallel data" (p. 26). The rows of the matrix correspond to the three study sites: DBCC, DCC, and RCC. The columns of the matrix correspond to the five stages of academic innovation theorized by Martorana and Kuhns (1975): exploration, formulation, trial, refinement, and institutionalization. Cell entries included data refined from the data

reduction stages of analysis. These cell entries included informally transcribed notes for each individual interviewed, paraphrased notes extracted from the documents studied, and edited field notes written at the three study sites. The matrix is represented in Chapter IV of this study.

Conclusion Drawing Activites

After employing the data reduction and data display techniques previously mentioned, tactics for drawing conclusions were employed in order to reduce "the bulk of data and bring a pattern to them" (Miles & Huberman, 1984a, p. 27). The identified strategies, with corresponding tactics within each cell, were counted in order to determine if at least two strategies could be identified in each cell. If at least two strategies were identified the word "yes" was placed in the particular cell. This "yes" designation signified that the particular institution had undergone the specific stages during the establishment and continuation of the respective honors program. Conversely, if two strategies could not be identified for a particular cell, the word "no" was placed in the cell and the opposite was true. This process enabled the researcher to answer the problem statement of this study according to the procedures set forth in Chapter I.

CHAPTER IV RESULTS

The central concern of this study was whether or not aspects of the theory of academic innovation, as described by Martorana and Kuhns (1975) in their "Interactive Forces Theory," describe the sequence of events employed in the establishment and continuation of honors programs at selected community colleges. The Results section was, therefore, structured according to the major elements of that theory. Because the interview guide was used as the key instrument throughout data collection and analysis, much of the narrative of the Results section was organized around this guide. Occasionally, a strategy or tactic that did not appear on the interview guide was identified by the researcher. In accordance with the procedures set forth in Chapter I, if the strategy or tactic could be classified into one of the five stages of academic innovation as defined by Martorana and Kuhns, it was included in the narrative.

Exploration Stage

All three institutions progressed through a clearly discernible exploration stage. Each honors program studied traced its early origins to a small offering of courses initiated by a few instructors, working for the most part independently of each other. These honors courses did not, however, constitute an organized college-wide approach that could be identified as a well established program. Generally speaking, an honors

program began to evolve when a top-level administrator, respected faculty member, or group of faculty members determined that an honors program should be established.

The dean of student services at RCC, for example, mentioned that the major impetus for their honors program came from a general realization on the part of the faculty and administration that their institution was doing a "better job with the average student and with the developmental student than with the student at the other end of the academic spectrum" (D. J. Lowdermilk, personal communication, June 15, 1984). This administrator also stated that in order for the comprehensive mission of their college to be realized, needs of students of all academic aptitudes should be addressed.

All three of the institutions employed a variety of tactics to pursue Strategy A (create a demand for an honors program). One of the most frequently mentioned tactics was the identification of a top-level administrator who would support the establishment of the program, and emphasize the need for such a program. The honors program director at DBCC, for one, explained the situation in this manner: "You need a top administrator and a dynamic administrator. You must hitch your wagon to a star. By that I mean you must find an administrator that can get things done" (B. Sharp, personal communication, May 1, 1984).

Individuals at all three study sites stressed that their programs could not have become well established without securing administrative support. Although faculty at the three colleges seemed to receive administrative support at various stages of the planning process, and in varying degrees, all apparently received such support in one form or

another. At DCC, the vice-president for academic affairs was involved while she was still a faculty member in planning and teaching honors courses long before a college-wide program was initiated (M. Nesbitt, personal communication, May 16, 1984; R. Clow, personal communication, May 16, 1984). This type of coincidence helped to ensure that administrative support would be forthcoming in this particular instance.

Many other tactics that are associated with Strategy A were identified. Most prominent among these was the conducting of informal meetings to share perceptions and outline needs. This generally took two forms. First, faculty recognized the need for an honors program from their direct contact with students in the classroom. They then informally shared their perception of this need with other faculty and administrators. Second, administrators realized a need for an honors program from interactions with various community groups, and shared this information with faculty and administrative groups. Many variations of this tactic were employed, but the general pattern consisted of a concerned faculty and/or administrator sensing the need and beginning to communicate that need whenever possible. In all three instances, a detailed written needs analysis usually was included in the formal proposal submitted later by the planning committee for the honors program.

Likewise, at all three institutions, Strategy B (form honors planning committee) was employed. At RCC the planning committee consisted of all full professors meeting once a month. According to the co-director of that program, the intent behind such meetings was to evaluate the entire academic curriculum of the institution. One of the results, however, was a report stating that not enough was being done for the gifted and

talented student, and that an honors program should be formed (S. Draper, personal communication, June 19, 1984).

At DCC, a top-level administrator, in conjunction with the vice-president of academic affairs, appointed faculty to an honors planning committee. These faculty members either had previously expressed interest in an honors program, or had been recommended for participation by their division chairpersons. A memo sent to specific faculty members appointed the committee, set the agenda, assigned sub-committees, and described the responsibilities of individual members. The administrator was careful to appoint faculty from a wide variety of disciplines to ensure that the committee was representative of the college. This administrator described his actions in the following manner:

My strategy in creating the committee was to have members correspond to the three main areas of the curriculum. Also, we wanted to have a sampling from each campus. In that way, representatives from all the campuses and every area of the curriculum could feel a sense of ownership regarding the resulting program. (R. L. Swofford, personal communication, May 14, 1984)

At DBCC, a memo was distributed to faculty in an attempt to survey the interest of the faculty in teaching honors courses. A faculty member, who later was appointed chairperson of the ad hoc committee, made the following comments: "We surveyed the interest of the faculty in teaching honors courses before we did almost anything else. We surveyed them first, rather than first telling them our concept of an honors program" (P. A. Drimmel, personal communication, May 8, 1984). The respondents to that survey eventually became the ten members of the ad hoc committee, whose purpose was to design a proposal for an honors

program. According to the vice-president for academic affairs, the DBCC honors program was "initiated through a very democratic process. Faculty from several disciplines banded together to initiate the planning" (C. P. Cornelius, personal communication, April 30, 1984).

All three colleges, moreover, exhibited evidence of employing Strategy C (create a formal proposal for an honors program). At RCC, the proposal took the form of a report issued by the full professors on campus which called for more concerted efforts to meet the needs of the academically talented student. Details of the program were later developed by its two co-directors. At DBCC and DCC, the proposal was written by the respective planning committees, and then was distributed to such groups as the faculty senate, academic affairs committee, and the administrative cabinet. The respective committees used a multitude of tactics to reach their proposal. All three committees, in some manner, attempted to reach consensus on the twelve issues listed in Tactic C4 of the Exploration Stage on the Interview Guide. At DCC, the committee was guided by a clear set of objectives and a specific agenda. According to the honors director at the north campus, the "proposal moved through a number of drafts" (J. A. Michna, personal communication, May 14, 1984). A central group of members "worked out many of the details for the rest of the committee to approve; the committee secretary then drafted the proposal" (J. A. Michna, personal communication, May 14, 1984).

Individuals at all three campuses stressed the value of communicating with other institutions and with national and regional honors organizations while formulating their proposals. A faculty member at DBCC expressed it in this manner: "Talk to the nation" (P. A. Drimmel,

personal communication, May 8, 1984). By this, he indicated that determining how other institutions planned and implemented their programs was extremely valuable. This individual particularly stressed the worth of attending the national and regional conferences of the NCHC. This same person repeatedly mentioned the need to secure funding for the program early in the planning process to ensure that travel to other institutions and conferences, along with other related planning activities, would be possible.

A campus program director at DCC stated that communicating with senior institutions in the general geographic area also was particularly helpful during the formulation of the proposal. This director made three statements in this regard:

We knowingly tried to evaluate what other four-year colleges and universities in the general area were doing in regard to honors . . . We sought as much information as possible from neighboring institutions. . . . Early in the planning process we thought carefully about how our students would be received by senior institutions. (J. A. Michna, personal communication, May 14, 1984)

Numerous other tactics were employed in the process of formulating the written proposal. Those mentioned in this section of the narrative, however, were the tactics most frequently stressed at the study sites.

Various other strategies were identified that could be classified within the exploration stage of this study. It was clear, however, that the planners at all three study sites employed at least all of these three strategies: Strategy A (create a demand for an honors program), Strategy B (form an honors planning committee), and Strategy C (create a formal proposal for an honors program).

Formulation Stage

Upon the creation of its proposal, each college entered into the formulation stage of development. As theorized by Martorana and Kuhns (1975), during this stage of development the planners at each institution pursued strategies which enabled them to compile information relative to the "elements and issues identified during the exploration stage" (p. 179). Tactics associated with Strategy A of the formulation stage (formal proposal circulated, discussed and modified), and Strategy C (address faculty development needs), were identified at all the study sites. There was insufficient evidence, however, to state unequivocally that Strategy B (determine obstacles and confront opposition) was employed.

At RCC, the aforementioned report issued by the full professors in 1977 was widely circulated and discussed. According to the co-director of the program, it was largely because the report was issued by a group with many significant leaders involved, that it was "circulated and discussed among the entire college" (S. Draper, personal communication, June 19, 1984). This report was readily endorsed, while no evidence of modification could be detected.

At DCC, the proposal was circulated and discussed both formally and informally. Primarily because the planning committee was large and representative of the total college, much of the discussion and modification took place at the planning committee's meetings prior to the circulation of the proposal. After receiving a thorough discussion within the committee, the proposal was formally circulated and discussed in the faculty senate, the academic affairs committee, and the district

administrative cabinet. Modifications were made in the original proposal following these discussions.

At DBCC, memos were sent to department chairpersons by the chairperson of the ad hoc committee describing the proposal (P. A. Drimmel, personal communication, September 24, 1975). Several days later, the dean of arts and sciences was sent a summary of the significant features of the ad hoc committee's recommendations (P. A. Drimmel, personal communication, September 28, 1975). Subsequently, the proposal was sent to the vice-president for academic affairs. Student services personnel were then contacted after the plan had been approved. More significant contact with student services personnel was initiated after an honors council was formed. For example, according to the minutes of the honors council meeting of October 19, 1976, the honors faculty formally met with appropriate counselors in an effort to work out necessary details (Honors Council minutes, DBCC, October 19, 1976). Additional interactions among counselors and honors faculty within all three colleges will be discussed in the "Institutionalization Stage" of this section.

A significant amount of literature reviewed in Chapter II of this study stressed the need to determine obstacles and confront opposition when developing honors programs. The focus of much of these particular comments was upon the need to formulate counter-arguments to charges of elitism frequently leveled against honors programs. At all three study sites, however, little evidence of opposition could be discovered, and it follows that little activity occurred which was designed to confront this opposition.

At DBCC, the chairman of the ad hoc committee stated the following in this regard:

Opposition completely failed to materialized. There was absolutely no resentment from the Vo-Tech sector concerning any funds that were devoted to the honors program. Similiarly, there was no resentment from our colleagues in the traditional academic areas. (P. A. Drimmel, personal communication, May 8, 1984)

This same individual did add, however, that if opposition had arisen, the planners at DBCC would have "singled those opposing the plan out, invited them to the honors council meeting, and asked them to discuss their questions at the council meeting" (P. A. Drimmel, personal communication, May 8, 1984). Apparently, the prevailing mood among those not directly involved in the early stages of the planning process at DBCC was more one of skepticism than opposition. All of the individuals interviewed at DBCC generally echoed these sentiments.

As with the other two study sites, DCC experienced little or no opposition. According to one administrator, "there was more complacency than opposition" (R. L. Swofford, personal communication, May 14, 1984). Other individuals repeated these comments and added that mainly because the college had such a strong developmental program, few faculty or administrators could justify opposing an honors program.

Similarly, RCC exhibited little evidence of confronting opposition. Apparently, when the full professors suggested that the college was ignoring some of its best students, the vast majority of faculty and administrators supported the idea. Upon the release of that report, program co-ordinators were signalled to "grab the ball and run with it" (S. Draper, personal communication, June 19, 1984). It seems that as a result of their careful planning, no organized opposition materialized.

Unlike Strategy B (determine obstacles and confront opposition) in the formulation stage, evidence of each study site experiencing Strategy C (addressing faculty development needs) existed. RCC probably experienced the least need for formal re-training of faculty because of the wealth of faculty members who had significant prior experience in teaching honors courses, or courses similar in nature to honors courses. Even under these circumstances, however, careful guidelines for teaching honors courses and for being an honors mentor were created and implemented by the co-directors. Perhaps the most frequently mentioned tactic associated with Strategy C, occurring at RCC, was the faculty meeting on a regular basis to discuss curriculum development and other related concerns. According to most of the individuals interviewed, there was a core of dedicated professors who had a "natural rapport" and were willing to devote extra time to helping each other develop their talents.

DBCC and DCC initiated similar faculty development activities such as developing guidelines for course development, and honors faculty informally meeting among themselves. Evidence also was located of visiting consultants helping to retrain faculty and travel funds which were made available for faculty members to visit other institutions and attend appropriate conferences.

There was, therefore, a clearly discernible formulation stage in the establishment and continuation of the honors programs at all three study sites. Although insufficient evidence existed to state that Strategy B

occurred, all three study sites clearly experienced Strategies A and C, and other miscellaneous strategies not mentioned in this narrative that could be classified under the Formulation Stage in Martorana and Kuhns' conceptualization.

Trial Stage

If one adheres rigidly to the definition of the trial stage set forth by Martorana and Kuhns (1975), then none of the study sites could be said to have passed through an explicit program trial period. Martorana and Kuhns stated that the trial stage consisted of a pilot operation limited in time and scope. No evidence could be discovered that the innovations at the three colleges received a mandate signifying that they were pilot operations limited in the above-mentioned manner.

Most of those addressing this question reported that if there had not been established a clear, definite commitment of support for an unspecified period of time, the program would have been successful. Most faculty members indicated that there would have been a decided lack of motivation, on their part, to develop and teach courses if the innovation had started as a pilot project. One faculty member's comments were representative of many that this researcher recorded:

It is a lukewarm commitment if the powers that be or even the participants, insist on a trial project. It discourages those who might take an interest, if they didn't know that it was going to be for more than one semester or one year. We were assured that we were in. (P. A. Drimmel, personal communication, May 8, 1984)

A co-director at another study site for example, jokingly stated that "it was understood from the start that the program would go on for eternity" (S. Draper, personal communication, June 19, 1984). In another

instance, the former president of one of the colleges studied addressed the issue of a trial project in the following manner:

We never formalized a trial project. We never said that if the program doesn't work in three semesters, for example, we would discontinue it. You should not respond to any type of criticism by hedging your bets. You should meet any philosophical challenges to the premises of the program intellectually and not with the suggestion of a trial project. (S. Eskow, personal communication, October 3, 1984)

These sentiments were reiterated repeatedly during the interview process. It should be mentioned that although none of the study sites actually experienced Strategy A (begin trial project), individuals at all three study sites maintained that there was definitely an implied trial stage. As in all innovations, if the fledgling honors programs had dramatically failed to draw students after a significant amount of time had passed, they obviously would have been discontinued.

The only evidence that an explicit trial project occurred was uncovered at DBCC. This occurred not during the development of their honors program, per se, but much later during the planning of an interdisciplinary program developed as part of the honors program. This program, called Quanta, was given a one-semester mandate, according to one of its chief architects (R. Zelley, personal communication, May 1, 1984). At no other site was such a clearly discernible trial project in evidence.

The information gathered regarding Strategy B (initiate a careful evaluation and readjustment procedure) in the trial stage was not conclusive enough to state that this strategy occurred at all three study sites. None of the colleges appeared to set up formalized and elaborate

evaluation procedures. Although some honors faculty members seemed to observe evaluation procedures that surpassed what might normally occur, this did not constitute an elaborate process. Rather, all of the program directors at the study sites apparently relied on informal information gathered from faculty, students, and graduates of the program, to evaluate the efficacy of their honors programs.

All three study sites clearly showed evidence of experiencing Strategy C (identify and recruit students). The five tactics associated with this strategy, and listed in the Interview Guide, were all extensively employed by the three colleges. Perhaps the most frequently stressed tactic in this regard was Tactic C2 (initiate and develop liaisons with students, teachers, and administrators at local high schools). Although a great deal of recruitment activities occurred at each college, much of these activities should be categorized within the Institutionalization Stage of this narrative, and will be discussed there.

Although Strategy C of the trial stage was clearly in evidence at all three study sites, the researcher was unable to identify positively two strategies that could be classified under that heading. At each college, evidence that would have allowed the researcher to identify more than one strategy for the trial stage failed to materialize. The trial stage theorized by Martorana and Kuhns was, therefore, officially judged not to be valid within the confines of this study. If, however, Martorana and Kuhns' definition of the trial stage was to be more loosely interpreted, it could be stated that all three colleges experienced an implied trial stage resembling what Martorana and Kuhns described.

Refinement Stage

Insufficient evidence was discovered to determine that Strategy A (distribute results of the self-study and evaluation by external agents) and Strategy C (set up advisory committee of students and community representatives) of the refinement stage occurred. This was true for all of the three study sites. Strategy B (initiate follow-up studies of graduates of the trial program), however, was clearly initiated by all three colleges. This was true if the phrase "trial program" was interpreted to mean the beginning stages of the program. (As previously reported, no college underwent an official trial program.)

Strategy B was the only strategy specifically listed in the refinement stage of the Interview Guide that was identified at all three study sites. However, other strategies not listed on the Interview Guide, but clearly associated with the refinement stage as defined by Martorana and Kuhns, were identified. Each college, therefore, produced verification of initiating at least two strategies associated with this particular stage. Thus, the researcher was able to determine that the refinement stage, as theorized by Martorana and Kuhns, was valid for the purposes of this study.

While none of the colleges participated in a formal evaluation, the researcher was obviously unable to substantiate the occurrence of Strategy A. As reported in the Trial Stage of this narrative, the majority of evaluation procedures which occurred at the three study sites was informal in nature. It follows, then, that the results of such evaluation would have been distributed in an informal and unofficial manner.

The most frequently mentioned reason for not initiating Strategy C was the constraints of time on students and community representatives. There occurred a significant amount of contact with students and community leaders that could be described as advisory in nature. All of this, however apparently was conducted on an informal basis. One college established an extra-curricular club through which informal advising occurred. At another college, students traveled with honors faculty to national and regional conferences, during which discussions of an advisory nature occurred. In no instance, though, were formal advisory committees organized.

Unlike Strategies A and C in the Refinement Stage, Strategy B (initiate follow-up studies of graduates of the trial program) received a great deal of attention. Personnel at both DBCC and DCC conducted follow-up studies through such activities as telephoning graduates, writing individual letters to graduates, and sending a standard survey to graduates. Program co-directors at RCC, however, did extensive work in this regard, some of which will be briefly outlined.

Most of the individuals interviewed at RCC stressed their belief that one test of program effectiveness is the choice of future directions made by students following their graduation. There was significant evidence to document that substantial efforts were made to follow the progress of program graduates. A co-director of RCC's program described their procedures in the following manner:

We send out questionnaires to all the graduates of our program asking them how they are doing in transfer institutions. We send them formal follow-up questionnaires which are consistently returned. The questionnaires enable us to document that 98 percent of our graduates

have maintained a B (Grade Point Average) or better at transfer institutions. (S. Draper, personal communication, June 19, 1984)

A newspaper article described the results of one such follow-up study, reporting that "the study, tracing 100 graduates from 1978 to the present, showed that all the students in the honors program went on to four-year institutions" (Winters, 1982, p. 5). This same newspaper article quoted the former vice-president for instructional services, and current president of the college, in the following manner: "Study results further show that all the honors students completed their studies at a four-year institution with a grade average equal to or higher than the average they had at RCC" (p. 5).

Members of the office for student services staff outlined additional follow-up activities. These included individual case studies that were developed describing honors program graduates. Through these case studies, information was compiled, including "where the graduates went, what their majors are, and eventually what their professions are" (J. Cohen, personal communication, June 19, 1984). Portions of these written case studies appeared in brochures and in additional newspaper articles. They were also read at open house events.

RCC also maintained an ongoing directory of its graduates. This directory lists the student's name, high school, honors and scholarships, and transfer institutions. This directory also included a list of each institution which accepted the graduates of the program. One faculty member at RCC summarized the follow-up activities by stating

we have the equivalent of an alumni association. Graduates are frequently invited back to campus. We receive letters from them. There is an intellectual underground (among faculty, graduates, and current students) that begins to grow. This is one of the rich

elements of the program. (J. M. Pirone, personal communication, June 19, 1984)

In addition to Strategy B, numerous other strategies not listed on the Interview Guide but clearly associated with the refinement stage (as defined by Martorana and Kuhns) were identified. Primary among these strategies were the following: Increased travel to national and regional conferences, increased communication with senior institutions, additional release time offered to program directors and faculty in order to sharpen the focus and design of the program, refining of program brochures and other pertinent literature, and redesigning courses and course materials.

Institutionalization Stage

All three study sites experienced a clearly discernible institutionalization stage. In fact, the researcher was able to locate more evidence of strategies and tactics that could be associated with the institutionalization stage than with any other stage included in Martorana and Kuhns' theory. Perhaps this abundance of activity occurred because by the very definition offered by Martorana and Kuhns, this stage encompassed the longest period of time. It could be maintained that once a program has passed through the refinement stage, every activity that enables the program to continue and develop should be considered as part of the institutionalization stage.

Strategy A (select personnel for decision-making positions) was an important step in the institutionalization process at all three of the study sites. Although the three colleges selected their decision-making personnel at different stages in the time span of their planning, all had a clearly established administrative framework. Usually this

administrative framework included a program director, who was the chief officer responsible for the daily operation of the entire program.

At DCC, there was a program director for each of the three campuses. The three campus program directors met regularly in an effort to formulate an honors program council. The chairperson of this council served as the college-wide coordinator and was selected from the membership on a regular basis. An internal memo from a district administrator to the academic affairs council outlined the responsibilities of the campus honors coordinators and assigned to them a stipend of approximately \$900.00 per year (R. L. Swofford, personal communication, February 14, 1983). The honors coordinators at the three campuses were responsible to the academic dean at each campus, and through the campus academic dean to the district vice-president for academic affairs. The greatest advantage to this administrative framework, according to one campus coordinator, was that "centralized class scheduling could be done by one administrator" (S. M. Thomas, personal communication, May 15, 1984).

At RCC, two co-directors administered the daily operation of the program. In addition to teaching responsibilities, these two co-directors were responsible for the vast majority of planning, scheduling, and recruitment activities. These co-directors were responsible to the vice-president for academic affairs.

Likewise, DBCC had a program director who was assigned the responsibility of overseeing the entire program. Unlike DCC and RCC, the program director at DBCC did not have honors teaching responsibilities. According to several faculty members, the concept behind separating the

program director from honors teaching responsibilities was based upon the belief that he or she could better administer the informal faculty evaluation involved with the position if he or she were not also teaching.

In addition to a program director, DBCC had an honors council composed of interested faculty members. Like the program director, members of the honors council did not teach within the honors program itself. Their task was to provide guidance to the program director. Minutes of the honors council meetings revealed that it met on a regular basis and provided guidance on such crucial issues as course approval and faculty selection. The honors council was responsible to the vice-president for academic affairs. One faculty member at DBCC suggested that the administrative framework should be decided as soon as possible, and that "you should be firmed up on who is going to do what in the early days" (P. A. Drimmel, personal communication, May 8, 1984).

Funding for the three honors programs studied took various forms. While many individuals stressed the need for their program to have an independent budget, others saw no such need. One such individual stated

there is no need for a budget. Whenever we need money, money is found. No one is paid to do anything. Perhaps in the future, program mentors should be given a stipend. (S. Draper, personal communication, June 19, 1984)

Generally, if funds were needed for such items as clerical assistance, brochures, travel, special events, colloquiums, and release time for faculty, they were secured in one of two ways or through a combination of both. First, various academic departments shared the costs. In some instances this occurred on a regularly rotating basis. Second, the vice-president for academic affairs would allocate money on

an "as needed" basis, directly from his or her budget. At all of the colleges, the vice-president of academic affairs was consistently sent information regarding the honors programs, at least partially with the implicit intent of securing future funding.

Strategy B (establish permanent office locations) was an important strategy in the institutionalization stage at all three study sites. All of the program directors used their faculty offices as the main office for their honors program. Consequently, it was clear that each campus had a central physical location for honors activity.

Likewise, all program directors had clerical assistance available to them. This usually took the form of assistance from departmental secretaries, secretaries to the vice-president for academic affairs, or student assistance. However, although all program directors had assistance, few felt that what they received was adequate. One former director of the honors council at DBCC stated, "We have always received clerical assistance, but unfortunately it has not been adequate. Adequate clerical assistance is essential" (C. S. Lightsey, personal communication, May 1, 1984).

There was disagreement on the appropriateness of pursuing the tactics of establishing an honors lounge and an honors library. Individuals at DBCC stated that they had been working toward realizing those goals for years and felt that having both a library and lounge would be a tremendous advantage. According to the program director, after great efforts had been made, they had finally been given the necessary facilities to develop a special lounge and library. At the time of this study, final plans were being made for those facilities at DBCC.

Individuals at DCC generally thought that having an honors lounge and library might be advantageous, but it was not a program priority. Two central reasons appeared to surface for this hesitancy. First, the space required for such a facility did not seem to exist at their campuses. Second, given the combination of high numbers of part-time commuter students and an abundance of various cultural activities in the Atlanta area, there was some doubt if the facility would receive sufficient use to warrant its establishment.

At RCC, there was a definite belief that establishing an honors lounge and library would not be productive. Faculty feared that establishing such a facility might represent, in the minds of other students, a blatant attempt to give special privileges to a small group of students. Second, and more importantly, was that it was envisioned as unnecessary and as having a poor chance of being utilized by the students. Most honors lounges and libraries are initiated with the intent of developing a sense of community and exchange among honors students. At RCC, most of the individuals interviewed mentioned that this sense of community already existed without the benefit of a lounge or library. A faculty member summarized it in the following manner:

Because the class size is limited, a sense of community begins to grow within the class itself. There doesn't seem to be a great deal of time for extracurricular activities, and so an honors lounge would probably be left unused. (T. Fitzpatrick, personal communication, June 19, 1984)

Most individuals at RCC stated that small classes and a sense of dedication on the part of the faculty and co-directors are the most important factors in developing a sense of community, and not the existence of a special lounge or library. This belief was expressed repeatedly during interviews with the various program participants at RCC.

It was also apparent to the researcher that the well developed mentoring system provided to honors program participants helped to develop this desired sense of a learning community at RCC. Each student regularly met with a professor for academic counseling and academic enrichment. Usually the professor taught within an academic field of particular interest to the student. The mentor followed the progress of the student throughout his or her participation in the program. This arrangement provided a rich context within which a sense of community could grow. The establishment of this sense of community, largely developed through the mentor system with the added ingredient of smaller honors classes, precluded the need for an honors lounge.

After the initial success of their programs, the personnel at all three study sites turned a great deal of attention to employing Strategy C (increase recruitment activities). It was thought that attracting and retaining increasing numbers of appropriate honors students from the serving districts of the three community colleges would noticeably enhance the entire educational atmosphere of the respective colleges.

A great deal of this increased recruitment activity occurred at the local high schools. One Honors Council director summarized her activities by stating the following:

I took our students from the honors seminar and visited local high schools. I took an entire semester off to organize and implement recruitment at local high schools. I contacted counselors, teachers of advanced placement courses, and principals in order to arrange for our presentations. I personally talked to talented students from the local high schools and encouraged them to participate. I obtained a list of the students (to contact) from high school counselors and teachers. (C. S. Lightsey, personal communication, May 1, 1984)

A copy of a staff and program development (SPD) application documented that funds were made available to this honors council director to support these recruitment activities (SDP application, March 31, 1978, DBCC). At all three of the study sites, program directors, honors council members, and faculty engaged in similar activities. In each instance, the need for personal and direct contact among honors program personnel and administrators, faculty, and students was deemed to be essential. Contact among program graduates and prospective students was also seen as very important. This contact usually took the form of program graduates accompanying faculty during site visits to local high schools, or program graduates attending open house functions and other various receptions held on the community college campus.

A great many of these increased recruitment activities consisted of refining and improving the incentives offered to students. This usually involved the development of scholarships, special recognition and transfer assistance. All of the study sites showed great interest in attracting increased numbers of talented students by improving their incentives in these three areas.

Scholarships were generally offered to the upper ten percent of the graduating seniors of local high schools. These scholarships usually took the form of a tuition waiver. In addition to scholarships being offered to students while they were at the community college, a significant effort was directed toward helping program participants secure scholarships to senior institutions at each study site. Frequently, senior institutions would offer scholarships specifically directed toward graduates of community college honors programs.

All of the study sites refined methods for offering special recognition to program graduates during the institutionalization stage. The minutes of the honors council at DBCC, for instance, traced the decision to secure a silver seal on the diploma issued to all program participants (Minutes of Honors Council, November 23, 1976, DBCC). This general practice existed at the other study sites as well. In addition to a special seal on the diplomas, special notation during the commencement exercises, annual awards banquets, and specific notations on transcripts were some of the other incentives developed during the institutionalization stage.

Throughout the institutionalization stage, personnel associated with the honors programs at each of the study sites increased their attempts to offer transfer assistance to graduates of their program. This generally involved individualized efforts, beyond what the respective office for student services would offer to any student wishing to transfer to a senior institution.

Although attention was given to transfer assistance at all of the colleges, the honors program at RCC clearly emphasized this service as an integral part of their program. According to student service personnel at RCC, prior to the increased efforts to organize transfer assistance, senior institutions had not been receptive to transfer students graduating from RCC's honors program. One student service representative explained this by stating

senior institutions had not been accomodating to transfer students. Professor Draper (co-director of RCC's honors program) did a fine marketing job in convincing senior institutions that RCC had a fine program. He personally traveled to senior institutions such as Ivy League schools, and others like the University of Chicago, to talk

with their admissions counselors. (T. Merkel, personal communication, June 19, 1984)

In this manner, the honors program at RCC was "pre sold" before individual applications arrived at senior institutions. Consequently, graduates of RCC's program often were more readily received by transfer institutions.

In addition to speaking directly with admissions personnel at senior institutions, many other forms of transfer assistance were clearly in evidence. Each deserving student received an intricate and precise letter of recommendation directed toward individual institutions. Samples of these letters examined by the researcher averaged three to four pages in length, and demonstrated a thoughtful and precise knowledge of the respective student's academic abilities. Examples of the student's written work were also included in the letters. Additionally, each of the student's applications to senior institutions were individually edited. A file of previous applications, completed by program graduates and reviewed by the co-directors and student service personnel, was available to current students for their perusal.

A special seminar was also organized with the intent of assisting honors program students with the transfer process. The dean of student services maintained that honors students are not necessarily more clearly decided about their career goals than other students. He stated that the assumption is often erroneously made that talented students do not need assistance in this regard. According to this dean, "We have consequently worked with Professor Draper to organize a special program to help (honors students) make decisions concerning the direction that they want

to go" (D. L. Lowdermilk, personal communication, June 19, 1984). This seminar also included training sessions designed to help honors students prepare for admissions interviews and other activities associated with transferring to senior institutions.

The co-director of the RCC honors program summarized their activities relating to transfer assistance by stating

we could not have reached first-rate students unless we promised them the Ivy League. We have fulfilled that promise. In the first graduating class, we had students admitted to the Ivy League and this has occurred ever since. This year, Yale has accepted its first transfer student from a community college. This student was a graduate of RCC's honors program. The same was true for Harvard and M.I.T. last year. (S. Draper, personal communication, June 19, 1984)

Additional tactics at all three study sites were employed in order to promote Strategy C (increase recruitment activity). Guidance counselors (both on campus and at local high schools) were provided with information that could be readily dispersed. At all three colleges, contact with guidance counselors was developed and maintained as an integral part of their recruitment efforts.

Throughout the institutionalization stage, evidence existed that a constant flow of printed information was received by guidance personnel sent directly from program planners. Frequently, brochures were refined and updated on a regular basis. Groups such as civic clubs and campus women's groups were also given information and received presentations. At one campus, a film and slide presentation documenting the success of the program was developed.

Evidence of program planners seeking and receiving favorable publicity from local newspapers and other media outlets also existed. At DCC, articles concerning the honors program appeared in local newspapers

and the college newspaper. Pictures of graduates also appeared in the newspapers. The honors program student association also published and distributed its own newsletter. A publication sent to all secondary school teachers in the serving district, entitled "Checkpoint," contained articles concerning DCC's honors program.

At DBCC, the student newspaper, The Bagpiper, and the largest local newspaper, The Daytona Beach News Journal, carried a series of articles that offered favorable publicity for the honors program. RCC enjoyed the same type of publicity.

Most of the newspaper articles could be divided into three different topical categories. First, articles offered a general history of the program (Bennett, 1979; Honors programs provide added learning, 1976). Second, articles outlined specific and unique program activities and assignments (Bennett, 1978; Carter, 1978; Cuttillo, 1977a). Third, some articles offered a profile of honors students and outlined their achievements (Cuttillo, 1977b; Nancy Kass and the M./T.S. Honors Program at RCC, 1983; Students receiving awards, 1977; Winters, 1982). Representatives at all the study sites indicated that with minimal effort, favorable publicity of this nature could be readily obtained from local newspapers.

In addition to Strategies A, B, and C listed on the Interview Guide, other strategies that could be classified within the institutionalization stage were identified. A great deal of ongoing activities that will not be specifically mentioned in this narrative, were found to occur during this stage of development. Having reviewed all of the data associated with the institutionalization stage, therefore, it can be stated that all

of the study sites demonstrated irrefutable evidence of experiencing that stage of development as theorized by Martorana and Kuhns.

The results of the data collection and analysis sections of this study are summarized in Table One. According the procedures, if a simple majority of evidence indicated that a particular strategy had been employed, that strategy was included within the matrix. If a particular strategy was employed, the letter corresponding to that strategy as listed on the Interview Guide was written within the appropriate cell. For example, if the letters "A" and "B" appear within a particular cell, that signifies that the researcher judged strategies "A" and "B" to be valid for that particular cell. If the letter "O" appears within the cell, it signifies that other strategies not listed on the Interview Guide, but clearly associated with the respective developmental stage, were identified.

If two or more strategies were identified for a particular cell, the word "Yes" appears in that cell. If the word "No" appears in the cell, it signifies that the researcher was unable to certify that the particular stage was experienced by the specific college. Table One appears below.

Table 1
Employment of Specific Strategies Across the Three
Study Sites

STUDY SITES	EXPLORATION	FORMULATION	TRIAL	REFINEMENT	INSTITUTIONALIZATION
DBCC	A,B,C,O YES	A,C,O YES	C NO	B,O YES	A,B,C,O YES
DCC	A,B,C,O YES	A,C,O YES	C NO	B,O YES	A,B,C,O YES
RCC	A,B,C,O YES	A,C,O YES	C NO	B,O YES	A,B,C,O YES

Summary of Results

Evidence demonstrating that at least two strategies corresponding to four of the five stages of development theorized by Martorana and Kuhns (1975) was located at each of the three study sites. It was therefore determined that the strategies and tactics employed in the establishment and continuation of well-established honors programs at the three selected community colleges followed four of the five stages of development. Strategies listed on the Interview Guide and others related to the specific stages, but not listed on the guide, were identified for the exploration, formulation, refinement and institutionalization stages.

Insufficient evidence existed to demonstrate that any of the three study sites experienced a trial stage. Strategy C (identify and recruit students) was clearly experienced by all of the colleges. However, the researcher was not able to identify any other strategies that

corresponded to Martorana and Kuhns' definition of a "trial stage." Consequently, no specifically mandated trial project was found to have occurred. It should be stated in this regard, though, that an implied and unofficial trial project seemed to have occurred at each of the study sites. If readers chose to assume a somewhat less rigid definition of a "trial stage," they could also conclude that all five of the stages were valid for the establishment and continuation of honors programs at community colleges. For the purposes of this study, however, only the exploration, formulation, refinement and institutionalization stages were qualitatively identified.

In addition to the central question posed by this study, two subsidiary questions also were posed in Chapter I. First, can the strategies and tactics employed by the selected community colleges that have successfully established the innovation of an honors program be categorized within the five stages identified by Martorana and Kuhns? Second, were at least two of the three colleges selected for study identified as having experienced the five developmental stages outlined by Martorana and Kuhns, in the process of establishing and continuing their programs?

The answer to the first question is undoubtedly "yes." All of the strategies and tactics identified could easily be categorized within one of the five stages. At no point could the researcher identify a strategy or tactic that had been employed, but that did not correspond to one of the stages theorized by Martorana and Kuhns. The answer to the second inquiry is that with the exception of the trial stage, it was concluded that all three of the colleges experienced the stages theorized by Martorana and Kuhns.

CHAPTER V
DISCUSSION OF RESULTS, RECOMMENDATIONS,
AND SUGGESTIONS FOR FURTHER RESEARCH

Three concerns will be addressed before discussing the results of this study. First, it soon became apparent to this researcher while at the study sites, that the developmental stages theorized by Martorana and Kuhns did not have absolute time-sequence boundaries. In other words, strategies that could clearly be classified under one particular stage of development occasionally were being employed simultaneously with strategies that could clearly be classified under another stage of development. The organization of the results may give the impression that the strategies occurred in a specific time-sequence for each institution. Such an organization is utilized, however, simply for the purpose of clarity and does not represent actual temporal divisions. This should not be interpreted to mean that the processes of establishing and continuing the respective honors programs did not have distinct stages, but only that there existed a degree of temporal overlap among the stages.

Second, it also became apparent to this researcher that very few individuals at the study sites could articulate a comprehensive view of the establishment and continuation of honors programs. Most individuals were involved in particular stages of the development of their respective

honors programs and hence they possessed only partial knowledge of the history of them. Likewise, no one specific document offered a comprehensive view of the process. Thus, a comprehensive view of the stages of the establishment and continuation of the respective honors programs only emerged after data from many sources had been assembled.

Third, the amount of data collected precluded reporting every strategy and tactic identified. Therefore, only those strategies and tactics most frequently mentioned were represented in this study. It also should be mentioned in this regard that the planners of honors programs, like other innovators, had a limited amount of time, energy, and funds to devote to the establishment and continuation of their programs. One individual, for instance, mentioned to the researcher that in the best of all worlds, a number of additional strategies and tactics would have been worthwhile. But the constraints of time, energy and funds limited the number of strategies that actually could be attempted. The results of this study should, therefore, be viewed not only as a report of what the planners tried and found useful, but also as a record of what the planners were able realistically to attempt.

Discussion of Results

This study sought to answer the following question: Does the theory of academic innovation, as proposed by Martorana and Kuhns in their "Interactive Forces Theory," describe the sequence of events employed in the establishment and continuation of honors programs at selected community colleges? Specifically, the researcher attempted to determine whether the strategies and tactics employed in the establishment and continuation of well established honors programs at selected community

colleges followed the five finite stages that Martorana and Kuhns theorized for academic innovations.

The analysis of data collected yields a positive response to the central question of this study. As reported in Chapter IV, evidence demonstrating that at least two strategies corresponding to four of Martorana and Kuhns' five stages of development was located at each of the three study sites. (See "Summary of Results" for a more detailed account of how the central and subsidiary questions of this study were answered.) It was therefore determined that the establishment and continuation of well-established honors programs at the three selected community colleges followed four of the five stages of development. Strategies listed on the Interview Guide, and others related to the specific stages, were identified for the exploration, formulation, refinement and institutionalization stages.

The fact that only four of the five developmental stages were identified consistently at all three of the study sites prompts speculation regarding the stage that was not in evidence: the trial stage. Martorana and Kuhns theorized that trial projects occur during the establishment of successful innovations. Therefore, the following question arises: Why were trial projects not in existence during the process of establishing successful honors programs at community colleges?

Two explanations seem plausible. First, community colleges have historically emphasized strong developmental programs. With developmental studies firmly established at community colleges, and a general trend toward the establishment of higher standards building throughout American higher education, perhaps the need for honors

programs at community colleges became relatively apparent. It is possible that the absence of trial projects in the development of these programs is a result of the broad based support that such programs received.

A second reason why trial programs did not materialize may be related to the relative lack of controversy surrounding the development of honors programs. Once the need for such a program was perceived, the specific process of implementing the program drew little criticism. A significant portion of Martorana and Kuhns' theory addressed the kind of academic change that is fraught with controversy. Hence, Martorana and Kuhns' (1975) reported upon "change managers (who) avoided rejection by proposing the changes for only an experimental period, after which the innovative program was to be evaluated" (p. 169). Unlike these change managers, community college leaders involved in the establishment and continuation of the honors programs chosen for this study drew far less criticism than the programs traced by Martorana and Kuhns. This may be largely due to the relatively small number of faculty and students typically involved in implementing the honors programs. Also, the program's faculty usually received little or no extra compensation for a significant amount of extra work. Therefore, the program usually required a very small allocation of funds.

For these reasons, the honors programs usually drew little opposition. Unlike many of the innovations outlined in Martorana and Kuhns' work, these programs required no trial phase.

While the trial stage was not employed at all of the three study sites, the exploration, formulation, refinement and institutionalization

stages were all consistently employed. As Table 1 indicated, the researcher encountered a uniformity of results that was reflected not only in the stages that the study sites did not experience, but also in those that the study sites did experience. In addition to the consistency of study sites employing the same developmental stages, they all appeared to employ the same strategies within each developmental stage as well. Invariably, if one strategy was located within a particular stage at one study site, the same strategy also was discovered at the other two study sites. This similarity in the methods of establishing and continuing the programs existed despite significant differences among the respective institutional environments in general, and among the curriculum components of their respective honors programs in particular.

Although all of the study sites were considered to be comprehensive community colleges, all three were significantly different with regard to physical facilities, demographics of serving districts, location, and program emphasis. Similarly, the specific honors programs did have certain common elements, but there was considerable variety in the curriculum models offered at the three colleges. For example, one college emphasized a mentor system for its participants, among other components. Another college had initiated an interdisciplinary core curriculum, while the third college appeared to have emphasized its colloquia series.

The intent of this study, nevertheless, was not to describe the general environment of the three colleges studied, or to describe the curriculum components of their respective honors programs. The existence

of these differences, however, does serve as a contrast to the similarities among the developmental stages in the establishment and continuation of their respective honors programs. The consistency in the results regarding the developmental stages employed, when contrasted with the differences, appears to strengthen the assertion that Martorana and Kuhns' theory (excluding the trial stage) can be utilized when planning for the developmental stages that successful community college honors programs experience.

In Chapter I of this study, the researcher cautioned the reader not to attempt to make context-free generalizations concerning the findings of the investigation. Therefore, an academic planner contemplating the establishment of an honors program should take into consideration the unique characteristics of the environment within which the change is planned. Nevertheless, the results of this study strongly indicate that the strategies and tactics corresponding to at least four of the developmental stages theorized by Martorana and Kuhns should be an integral part of the planning of any community college honors program.

One conclusion reached by this researcher is that academic decision-makers considering the implementation of an honors program plan for an exploration, formulation, refinement, and institutionalization stage of development from the initiation of the planning process. Developmental activities should not be planned on a reactive basis, but should follow an overall, logical "blueprint" that considers all the stages in the process. From the beginning of the process, planners should assign tasks and delegate authority that will enable the program to progress through the four specified stages. None of these stages

should be viewed in isolation, but should be viewed as a totality from the earliest possible time in the planning process.

Recommendations: A Model for the Establishment and Continuation of Honors Programs at Community Colleges

Since it has been determined that according to the confines of this study at least four of Martorana and Kuhns' developmental stages did apply to the establishment and continuation of honors programs at community colleges, the following model was structured around those four stages. This model, therefore, incorporates the researcher's recommendations concerning the most effective strategies and tactics relating to exploring, formulating, refining, and institutionalizing an honors program at a comprehensive community college. It is hoped that the final product of this planning will be a fully institutionalized honors program that meets the needs of the talented students it serves.

As previously suggested, academic decision-makers should be careful to plan for each of the developmental stages in advance, regardless of how the recommendations are adapted to suit unique institutional environments. Martorana and Kuhns (1975) wisely urged that innovators proceed "in a deliberate, step-by-step manner . . . progressing by well-scheduled partial changes through the several developmental stages to the ultimate institutionalization of the change" (p. 107). Additionally, they observed that most successful changes resulted from extensive institutional planning, and a clear understanding of the stages of the project. It is recommended that academic decision makers attend to these factors when observing the following strategies and tactics.

Exploration Stage

Three essential strategies should be initiated during this stage of development. First, the need for an honors program should be articulated throughout the college environment so that plans for such a program will be welcomed by more college constituencies than only the original change agents. Second, an honors ad hoc planning committee should be formed. Third, ad hoc committee members should begin the process of gathering pertinent information and discussing relevant issues so that the proposal that is later created will have substance and clarity. This activity would eventually lead to the formulation of a proposal for an honors program that constitutes a consensus of the committee members and is acceptable to other relevant groups throughout the college environment.

Numerous useful tactics can be employed in an effort to realize the first strategy mentioned: create a demand for an honors program. First, it is important that a top administrator takes an active interest in the establishment of the program. If interest in initiating an honors program does not already exist within the administrative ranks, involved faculty leaders should meet with an effective administrator with the intent of convincing him or her of the need for a program. Faculty members could summarize information contained in the "Introduction" and "Justification" sections of Chapter I of this study, or in the NCHC pamphlet Honors in the Two Year College (NCHC, 1983), in an attempt to gain administrative support. This support at the top levels of administration is essential in the early stages of planning.

Once administrative support is finally realized, the need for an honors program should be articulated to the college community at large. The need for an honors program should be emphasized in graduation speeches, annual reports, strategic master plans, administrative bulletins, student newspapers, and other related documents. Faculty members and administrators should call informal meetings to share perceptions and to outline needs.

Information on the academically talented students currently enrolled at the community college or those enrolled at high schools in the serving district should be gathered from various recordkeeping and counseling personnel. If information exists concerning academically talented students who have dropped out of the community college, this should be gathered also. If this information can be linked to the need for an honors program, efforts should be initiated to demonstrate this connection. Also, academically talented students currently enrolled should be surveyed in order to document that student interest in an honors program exists.

All of these tactics can be initiated in order to ascertain that a demand for an honors program exists among a broad constituency at the campus. Once the demand for an honors program exists, a planning committee should be formed. Representation by many areas of the community college will help to ensure that the recommendations of the committee are generally accepted and acted upon. The optimal size of the committee appears to be approximately ten members.

If it appears that a representative group would be formed from volunteers, a memo should be distributed among the faculty explaining the

goal of establishing an honors program and asking interested individuals to join the planning committee. If this does not ensure an even distribution of representation, an administrator should appoint faculty members from as many instructional and support areas as possible. If the community college is multi-campus, a representative from each campus should certainly be a committee member. Recommendations from division chairpersons will frequently provide important input to the appointing process.

Once the committee is formed, the chairperson will need to gain approval for a relatively structured meeting schedule and agenda. The overall goal of the committee should be the creation of a written proposal that ultimately leads to the establishment of a fully institutionalized honors program.

One of the first assignments of the committee will be to form two sub-committees. One, a writing committee, should be drawn from the main group and charged with the responsibility of translating the ideas of the committee into a formal written proposal. Drafts of this proposal should be frequently shared with the entire committee throughout the planning process. The other sub-committee should also be drawn from the same group, and charged with the responsibility of reviewing related professional literature in the areas of collegiate honors programs in general, community college honors programs in particular, and also academic change at community colleges. This sub-committee should also initiate contact with other community colleges that already have established successful honors programs. Contacts with senior

insitutions that in all probability will be accepting the graduates of the planned honors program should also be initiated.

Once these sub-groups have been formed, and once a regular meeting schedule has been decided upon with a deadline for the written proposal set, the agenda for the meetings will need to be determined. At least twelve crucial issues must be addressed by the committee before it will be ready to create a significant proposal. Most aspects of the curriculum model that result from the planning will be determined by how the committee decides to address these twelve issues. It is recommended that the committee meet at least once every two weeks and devote a majority of its meeting time to addressing one or two of the following twelve issues.

The issues, many of which are discussed in the monograph, Honors in the Two Year College (NCHC, 1983), are listed below. A brief discussion of each issue is included.

1. Rationale and Goal Statement: The committee should have a clear idea concerning how an honors program can benefit students at the institution.
2. Curriculum Components: The committee must decide which honors curriculum components it wishes to employ, in what proportion, and for what reasons. The traditional honors curriculum components include honors sections of regular courses, honors colloquia, honors topics, honors concurrent registration, and honors thesis and/or independent study. Each model has its advantages and disadvantages, and the effectiveness of the model employed will largely depend upon the needs of students at individual community colleges.
3. Selection and Evaluation of Faculty: This is a vastly important issue. Most community colleges rely on an honors council composed of interested faculty members, division chairpersons, and various administrators, to select and evaluate honors faculty. It is recommended that individuals on the honors council, therefore, do not teach within the honors program itself.

4. Faculty training needs: The need to provide assistance in the area of faculty development should be stressed in the proposal. Specific tactics in this regard will be discussed later in this section.
5. Faculty incentives: Beyond the intrinsic rewards of teaching in the program, compensation for the extra responsibilities involved should be considered. This compensation could involve released time, stipends for program directors, and/or conference travel incentives.
6. Entrance criteria: Elements in addition to standardized test scores and GPA must be considered to ensure participation by "non traditional" learners. Entrance criteria should be designed so that the genuinely curious and motivated student is encouraged to participate.
7. Maintenance criteria: Some form of maintenance criteria is recommended. The specific format assumed will depend upon the number of honors students enrolled and the number of honors activities offered. Students could be requested, for example, to earn between three and five honors credits per semester, and to maintain an overall grade point average of 3.3. Graduation requirements for an honors associate of arts degree usually require 15 to 25 semester credits in honors courses with an additional honors activity (thesis, seminar, etc.) also required.
8. Appropriate recruitment activities: The proposal should stress the need for recruitment activities and make appropriate suggestions concerning them. Tactics aimed at recruiting talented students will be further discussed in the Institutionalization Stage of this section.
9. Target populations: Entrance criteria and target populations should be considered simultaneously. The process of considering entrance criteria and target populations is in essence an attempt to decide which of those in the entire student body might best be served through participation in an honors program.
10. Student incentives: Many options should be considered when establishing student incentives, including special recognition at commencement, pre-registering and orientation sessions, honors seals for diplomas, scholarships, and individualized transfer assistance. Student incentives will be further discussed in the institutionalization stage of this section.
11. Administrative network: The size of the administrative structure will, of course, depend upon the number of honors activities being offered. It is recommended, however, that the network include four components: (1) the chief academic officer of the

college, (2) the honors council to advise and guide the program director, (3) the program director, and (4) the honors faculty.

12. Required resources: The proposal should include a recommendation that the honors program be given a budget of its own so as to avoid drawing upon other departmental funds. The costs of publicity, travel, recruitment, student incentives and any required special materials should be covered by this established budget. Since the benefits to the college are numerous in comparison to the costs involved, there should be no major objections to establishing a relatively small fund for the honors program.

Once the planning committee has considered these twelve issues and reached a degree of consensus concerning them, the written proposal can be completed. Once the proposal is completed, the focus of the planning process shifts from exploration activities to formulation activities.

Formulation Stage

The proposal written by the planning committee should be circulated, discussed, and, if necessary, modified during the formulation process. Pursuing this strategy will help to ensure that the entire college community feels a sense of ownership toward the program when it is implemented. This sense of ownership will, in turn, help to ensure that the program receives the type of ongoing support necessary to remain fully institutionalized.

Copies of the proposal should be sent to administrators and faculty leaders for their input. A discussion of the proposal should be placed upon the agenda of the faculty senate and administrative cabinet meetings. Members of the planning committee ought to be present at these meetings to answer questions and elaborate upon the plans for the program. The proposal also will need to be circulated to such departments as admissions, counseling, recordkeeping, and financial aid.

The subsequent support of personnel in these areas will be essential to the effectiveness of the program. The proposal also could be discussed in division and department meetings.

Once the proposal is circulated among significant college groups, necessary modifications should be made. After this is accomplished, the proposal should be submitted for formal approval. This usually involves its approval by the academic affairs committee. Once approved, it is essential to include a section on the honors program in the next edition of the college catalog, counseling manual, high school articulation manuals, and any other official college document that may serve to institutionalize the program.

As previously stated, it is uncommon for the establishment of community college honors programs to draw significant criticism and opposition. If, however, this criticism and opposition occurs, it can be confronted in several ways. If the planning committee has developed a clear rationale and goal statement, that statement should be articulated to those opposing the honors program. It also is helpful to determine the amount of energy and funds directed toward other special programs on campus, in advance of any criticism or opposition. This oftentimes will serve to help justify the relatively small expenditure required for an honors program.

One of the most crucial strategies to pursue in the exploration stage is addressing faculty development needs. Honors faculty typically assume unique roles and responsibilities beyond those usually expected of community colleges faculty. An understanding of those roles and

responsibilities will enable decision makers to plan more effectively for faculty development needs.

Honors students often will seek out teachers outside of class for additional guidance and instruction. The honors instructor must welcome this additional responsibility and encourage an "open door" policy during and beyond office hours. Motivated students also are prone to challenge and question teachers and other students during class discussions. Instructors will need to be prepared to welcome such challenges. Above all, the honors instructor should be committed to the goals of the program. He or she should not only be interested in professional advancement, but should have a genuine interest in the intellectual growth of students. He or she must also maintain a repertoire of teaching methods designed to stimulate this spirit of inquiry.

In addition to the specialized counseling function inherent in this role, honors faculty will need to develop their skills in other areas. For example, the program director will often request that honors faculty participate in recruitment activities. Such participation will involve, among other activities, trips to local high schools. Therefore, it will be necessary for honors faculty to maintain ongoing communications with high school students, teachers, counselors and administrators to ensure that the college attracts its share of talented students. Honors faculty will also involve themselves in continual curriculum development, for academic offerings must remain challenging. No conscientious honors faculty members would believe that once the course proposal is accepted, the curriculum planning stage of his or her involvement is over.

Continual revision of classroom material and procedures should become common practice.

The program director also may require faculty members to participate in the student screening process. Other additional demands made upon faculty may take the form of interviewing prospective students, reviewing student applications, and assisting honors program graduates in finding employment or in transferring to a senior institution.

Having outlined some of the unique roles and responsibilities inherent in the honors faculty position, it is now possible to suggest three specific tactics that will assist faculty in developing the necessary skills. First, a series of workshops should be initiated to address the issue of honors curriculum development. Special care should be given to recognizing that honors work should not be "more of the same," but rather truly enriching and challenging work. A consultant with experience in this area would provide the necessary expertise.

Second, a series of workshops will need to be offered that focus upon the special challenges offered by academically talented students. A recent front page article in the Chronicle of Higher Education described some of the unique emotional needs that academically talented students frequently possess (Fields, 1984). The article suggested that too often these emotional needs are largely ignored because it is erroneously assumed that talented students can rely solely on their own resources when solving emotional, academic, or career-related problems. This second series of workshops should be aimed at assisting faculty members in meeting these unique needs. If possible, a person with significant experience in teaching academically talented students, or a person with a

background in the psychology of superior students, will need to be retained to lead these workshops. It should not be assumed that the workshop leaders need to be individuals who are external to the college itself. Frequently, personnel already on the college's staff have had enough related experience to prepare viable discussions. Most importantly, the faculty's attention must be focused on the unique aspects of participating in an honors program.

A third series of activities could be employed as a tactic for addressing faculty-development needs. These activities will need to stress, among other things, the realization that a well established honors program often takes several years to develop. Throughout this time, it is important that faculty communicate with one another. It would be advisable, therefore, to designate a specific time for faculty to meet on a regular basis to discuss curriculum development and other related concerns. Those meetings would ideally occur on a regular basis throughout the existence of the program. If the program is to become truly innovative and responsive to students' needs, these informal gatherings of faculty are essential. Frequently, effective team teaching arrangements and interdisciplinary courses will evolve as a direct result of honors faculty meeting regularly.

Other elements of faculty training may be considered after the instructional staff has been determined. Once assembled, the honors faculty should be given opportunities to suggest developmental experiences that they deem most appropriate. Site visits to colleges with successful honors programs may be of value. Travel to national and regional NCHC conferences could also be useful.

After sufficient exploration and formulation activities have occurred, the program can begin to be offered to students. Because a trial stage was not found to be particularly useful for community college honors programs, it is recommended that no such "pilot project" be instituted. It should be stated in this regard, though, that new programs should be kept relatively small in scope at their inception, and should subsequently build upon what has become firmly established. A new program that attempts to accomplish too much too quickly may be unable to ensure quality of service. Such a program is almost certainly doomed to failure. New programs, moreover, that are viewed only as a collection of "piling it on" courses also are almost inevitably failures. Curriculum planners must insure, once the program has experienced the exploration and formulation stages of development, that the ultimate focus be placed upon the quality of instruction and learning, not simply upon the quantity of student work. The maintenance of such a focus requires that continual emphasis be reiterated through faculty development sessions and administrative leadership.

Refinement Stage

The data collected for this study suggested that formal evaluation procedures were not stressed at the study sites. Initiating a highly formalized evaluation process is not, therefore, recommended. Devising a strategy for an informal and ongoing evaluation process is crucial, however, and appropriate tactics should be initiated during the Refinement Stage of the innovation process for this purpose.

The relatively small number of students involved in the honors program should enable the director to conduct follow-up studies of program graduates on a personalized basis. The director may wish to interview personally as many of the program's graduates as possible, either directly or by telephone. If this contact with graduates is not possible, questionnaires should be sent to program graduates concerning their experiences while in the program. The information garnered from these inquiries could be compiled and stored. Later in the Refinement Stage, this information should be used to document the successes of the program or to help decision-makers make necessary adjustments in the program's format.

In addition to follow-up studies, another tactic for evaluation is the expanded use of student evaluation forms. Frequently, program directors do not rely solely on the student evaluation form utilized throughout the college. Instead, they create an additional form which is tailored to the honors program, and which meets the approval of the honors faculty. Since honors students generally are skilled in the area of written communication, a series of open-ended essay questions is suggested.

Another tactic utilized in the evaluation of honors programs is the encouragement of open and informal verbal discussions of the program. One program director suggested to this researcher that if communication is encouraged among faculty and students, one quickly hears about the strengths of the program, and just as quickly hears about the weaknesses. This informal communication may be the most important form of evaluation to utilize during the refinement of the honors program.

Whatever tactics are decided upon, it is not recommended that a significant amount of time and funds be devoted to formalized evaluation based upon written documents and visiting consultants.

Identifying and recruiting students in an informal manner should begin as soon as the written proposal is approved. In the refinement stage, however, carefully planned tactics should be employed for this purpose. Later, in the institutionalization stage, recruitment activities should intensify. First, it is important to develop liasons with students, teachers, counselors, and administrators from the local high schools. An open house could be conducted on the community college campus to share information about the honors program with such persons. If possible, faculty members should individually contact high school personnel to discuss the program as well. Actually visiting high school classes and disseminating information about the program would also be of value. And finally, faculty at the community college should be asked to discuss the program in their classes.

For these and other recruitment activities, a brochure describing the program will need to be developed and distributed. Other related documents also should be circulated. Obviously, information regarding the honors program should appear in college publications such as the general catalog, college-high school articulation manual, course schedules, and other similar publications. Additional recruitment tactics will be discussed in the Institutionalization section of this study.

Since a formal evaluation procedure was not recommended, the creation and distribution of a formal self-study document is not recommended. It

would be beneficial, however, to share the results of the informal evaluation process conducted throughout the refinement stage with various college and community groups. One college that this researcher studied monitored honors program graduates. This college then compiled a list of some of the more outstanding accomplishments of their graduates. This list was distributed in appropriate locations throughout the college and the college's serving district, including the local media outlets.

Although community colleges typically have a large number of advisory committees guiding their various programs, it does not seem necessary to create a community advisory committee for honors programs. The creation of such a committee would certainly do no harm to the program, but the possible benefits derived from such an undertaking would probably not be worth the required expenditure of time and energy. It is important, however, to maintain contact with local community leaders. Such leaders should be invited to participate in symposiums, seminars, or other events sponsored by the honors program. Local leaders also may be invited to address honors classes in their particular area of expertise.

All of these activities serve to enrich the learning experiences of honors students, while developing a healthy rapport with community leaders, who frequently contribute various forms of tangible support to the honors program. For example, one community college in Nevada developed a resource development plan which was built upon extensive community contacts (Behrendt, 1984). This resource development plan was later responsible for securing a significant amount of funds from private sources for use in the development of the honors program. Maintaining contact with the community, although not necessarily in the form of

advisory committees, can consequently result in many tangible and intangible rewards. Therefore, continuing some form of appropriate communication with the community throughout the refinement and institutionalization stages is recommended.

Institutionalization Stage

One of the most important strategies employed throughout the institutionalization stage, and indeed throughout the entire establishment of an honors program, involves the selection of personnel for decision-making positions. As previously stated in this report, typically four major personnel components are involved in an honors program structure: chief academic officer, honors council, program director, and honors faculty. During the institutionalization stage of development, and preferably before that stage, the selection of the honors council and program director should be of primary concern. Since the chief academic officer is a relative constant, and the honors faculty have been discussed elsewhere in this report, it is appropriate here to discuss some of the issues to be considered when selecting the program director and the honors council.

The person most crucial to the success of the program is the program director. This individual should be appointed by the chief academic officer of the college. The individual selected will bear a larger share of the responsibilities for the operation of the program than any other individual. This person should be a respected faculty member, or an administrator who works particularly well with faculty. If the director is an administrator, it is advisable that he or she have teaching

experience. Such an individual should be capable of successfully fulfilling the following responsibilities:

1. be responsible for the overall operation of the program,
2. provide publicity and information services,
3. organize recruitment activities,
4. screen prospective students,
5. maintain records on student progress and certify student achievement,
6. select faculty for honors council approval,
7. evaluate honors course proposals,
8. evaluate teacher effectiveness,
9. organize special orientation and registration activities,
10. handle budgetary concerns,
11. provide a liaison between faculty and administration, and
12. oversee the awarding of scholarships through a coordinated effort with the financial aid director.

Of all the director's responsibilities, none will be more important than organizing recruitment activities. The principle thrust of these activities will be the cultivation and maintenance of professional relationships with local secondary educators including faculty, counselors, and principals. The director must be willing to visit high schools and talk to groups of prospective students. One initial factor in the continued success of the program will be the director's ability to convince talented students from the local high schools, and from other appropriate locations, that the honors program offers them a quality learning experience.

Another key role will be, of course, the selection, evaluation, and possible dismissal of honors faculty. Since the director will be performing these tasks with the assistance of the honors council, it would be helpful if he or she were a person highly regarded by the faculty. As recommended in the NHCH monograph (1983), the director should not be involved in the teaching of honors sections, chiefly because of this evaluative role.

If the director is a faculty member, he or she would be given released time and/or an extra stipend. Since the position will require a great deal of record keeping, a student assistant should be assigned to the director.

The director should be provided with line item funds, budgeted at the discretion of the chief academic officer. These funds should be used to finance brochures, banquets, travel expenses, and other items agreed upon by the director and the chief academic officer.

The honors council, the second important administrative component, should meet regularly and provide guidance and direction for the program director. If the community college is a multi-campus operation, it is suggested that each campus be represented on the council. Frequently, campus provosts, division chairpersons, and various academic administrators (or their designees) serve on the council along with faculty members. If the college has a dean for instructional advancement, he or she should also serve on the council. Additionally, the program director should be a council member. Typically, five to ten individuals constitute the honors council. Suggested responsibilities of the council include the following:

1. recommend policies and procedures,
2. approve course proposals,
3. approve faculty staffing recommended by the director,
4. assist with student transfers and scholarships,
5. assist with the requisition of needed funds for faculty development, publicity, or other program needs not provided for in the director's budget, and
6. in general, oversee the integrity of the program.

The program's organizational chart ought to resemble the following hierarchy:

1. chief academic officer
2. honors council, including:
 - a. campus provosts (or their designees)
 - b. division chairpersons (or their designees)
 - c. dean for instructional advancement (or a designee)
 - d. program director
 - e. faculty leaders
3. program director
4. honors faculty

An expanded administrative network may be required if the program experiences a significant amount of growth in future years. A community and/or student advisory board, for instance, may be added among other elements.

Once the administrative framework has been determined and individuals have been selected for positions, the program director should identify the primary administrator responsible for honors program funding. Frequently, this is the chief academic officer. The program director may then wish to send committee meeting minutes, announcements, newsletters, and other pertinent information to that administrator on a regular basis. This tactic helps to ensure that the individual responsible for

allocating funds to the honors program is aware of activities made possible through such allocations.

In addition to promoting activities involving the selection of decision making personnel, efforts to promote the establishment of permanent office locations constitute an important strategy in the institutionalization stage. If possible, permanent locations should be secured for the director's office, the honors library, and the honors lounge. The establishment of visible locations on campus clearly identified with the honors program will lend the program an image of solidity and permanence. This solidity and permanence is essential if the honors program is to obtain "full acceptance . . . into the regular operations of the institution" (Martorana & Kuhns, 1975, p. 180).

It is common practice for the director to use his or her office as the honors program office. If this is done, clearly visible signs should be displayed identifying the location as the honors office. It is recommended that a student assistant be assigned to the director to work in the honors office. This assistant could function as an informal receptionist and could assist in performing the necessary clerical duties involved with the honors program.

If space is available, the tactic of establishing an honors lounge and library is suggested. This would also help to establish recognition of the program as a permanent entity within the college. The establishment of a library and lounge would also, and more importantly, help to develop a sense of community among honors faculty and students. When a sense of community exists among honors faculty and students, it usually results in more informal cooperative learning experiences and

thus has a general enriching effect on the entire program . . . indeed, on the entire campus.

A word of caution, though, regarding the establishment of an honors lounge and library is appropriate at this time. These facilities should not be developed in such a way as to draw charges of elitism from other faculty and students. Faculty and students not presently participating in honors should never be excluded from an honors library or lounge. On the contrary, they should be encouraged to learn more about the program by virtue of congregating at these facilities.

Throughout the institutionalization stage of development, the strategy of increasing and refining recruitment activities becomes critical. Administrators and faculty should not assume that by simply offering enriched experiences for talented students, those experiences will be utilized by appropriate students. Efforts to ensure that talented and motivated students take advantage of the opportunities offered by the honors program should be continued throughout the existence of the program. Many tactics can serve this purpose. A few useful ones are suggested below.

Honors faculty should increase the number of visits they make to local high schools. Arrangements should be made for graduates of the honors program or students currently enrolled in the program to accompany the faculty member to the high school. If interested high school students have the opportunity to ask questions of graduates or current participants, it is likely that greater interest in the program will be generated.

Additionally, lists of academically talented students should be obtained from high school counselors. These students could then be individually contacted through the mail and, if possible, by telephone or in person.

Other forms of contact with local high school students may prove to be effective. Arrangements might be made for academically talented students to visit the community college campus for various activities, particularly for extended periods during the summer. Also, special workshops or instruction could be offered for their benefit.

Another useful tactic is for the program director to request that honors program participants write a personal letter to prospective students encouraging them to participate in the honors program. Additional contact could be made in high schools by providing counselors with regularly updated information to be dispersed. An attractive, informative brochure should be developed and sent annually to local high schools. One of the most effective brochures reviewed by this researcher was created by the staff of Richlands College in Dallas, Texas. This brochure would serve as a useful example for any community college desiring to create its own (Richland College Honors, 1984).

To this point, most of the discussion of increased recruitment activities has centered upon contact with local high schools. It must be stressed, however, that frequently the most appropriate and successful honors student can be classified as a "non-traditional" learner. These non-traditional students, who could be described as above the traditional student age, place-bound, a minority, or as women, often contribute a refreshing blend of curiosity and motivation to an honors program.

Often, these students appear to pursue the intrinsic value of education. Consequently, they seem to experience significant growth through their participation in an honors program.

Contact with these non-traditional students, therefore, should be continually initiated. Other college faculty, as well as college counselors, should be encouraged to recommend non-traditional students who seem appropriate for honors work. The program director could plan to visit evening classes to discuss the honors program, as non-traditional learners most frequently attend those classes. Appropriate organizations within the college community should also be encouraged to distribute information regarding the honors programs. If the college has a women's study center, or a veteran's association, for example, such an organization could be urged to inform its membership of the program.

In addition to contacting promising traditional and non-traditional students, incentives should be built into the program to help attract motivated students. The chief incentive for students participating in an honors program would be the enhanced educational opportunities offered by such a program. Certainly, academic programs of recognized quality will attract and retain gifted students. The assurance of quality academic offerings, therefore, should always be the foremost goal. However, the college should provide students with additional incentives that go beyond the fundamental rewards inherent in participating in enriched educational experiences.

It is not surprising that honors students frequently mention financial incentives when asked what might attract them to an honors program. Achievement scholarships are frequently awarded to students

participating in honors programs and should be advocated throughout the Institutionalization Stage of development. Scholarships take many forms, but generally range from \$100 per semester to well over \$1,000 per year. These awards should be made to students upon admission to the honors program. The award should continue until graduation, if the student remains in good standing. The established cash amount will need to be determined after an estimate is made regarding the amount of funds available and the number of students involved. The mechanics of the process may simply involve the program director sending a list of students in good standing to the financial aid director. Upon receipt of the list, the financial aid director could then authorize the release of a check to honors students. A more formalized process may be required if the number of students receiving aid becomes relatively large. Since the program will probably be small in the beginning, the early terms of operation may not require much more than has been outlined.

Other incentives should also be offered, possibly in the form of a special certificate being awarded during graduation exercises to the graduates of the honors program. These graduates should also be listed in a special section of the program printed for graduation ceremonies. In addition, a special honors banquet could be organized on an annual basis to recognize participating faculty and graduates. If the list does not become too lengthy, each graduate should receive a personalized letter by the director outlining specific achievements. This letter should be co-signed by the program director and the president of the college. It is the intent of the letter to assist the graduate in transferring to a four-year institution or in gaining future employment.

To ensure that honors program students are distinguished from those students listed on the dean's list and scholastic honors list generated solely by GPA, a distinctive program name might be considered. Community colleges have used such names as "Capstone," "Horizons," and "Touchstones" to identify their honors program. Any appropriate title might be considered in order to give the program a distinctive identity.

Early registration and special orientation sessions could be arranged for honors students. These sessions would serve to ease the problems created by the relatively limited honors offerings. Honors students will no doubt need to create a more precise schedule in order to register for the limited honors offerings. These special orientation sessions could assist students in this regard.

Other incentives may be added as the program develops. The forms of transfer assistance offered by RCC and highlighted in Chapter IV of this study, are highly recommended. Solicitation of university scholarships, free tickets to cultural events, and a faculty mentor system are only a few of the possibilities. Regardless of the form the incentives take, however, the premise upon which they are built should be clear: The most important incentive for participating in an honors program is the intrinsic value inherent to enriched educational opportunities; however, students who are willing to face the added challenge of an honors curriculum deserve additional recognition and reward.

A final recommendation in the area of increased recruitment activities concerns the local newspaper and other media outlets. It has been demonstrated that local newspapers and other media sources are generally receptive to reports concerning honors program activities.

Program directors are urged to contact these sources whenever activities appear to be newsworthy. Examples of how media sources have been useful in dispersing information regarding community college honors programs were discussed in Chapter IV of this study. It is evident that with a minimal amount of effort, imaginative program directors can gain for their respective programs a significant amount of media exposure. This media exposure generally helps to develop healthy public relations, and helps to attract appropriate students to the program.

Figure 1 presented below is a chart summarizing the more significant activities described in this model. The activities are classified according to the developmental stages found to be valid for community college honors programs. The arrows indicate the "progression along (the) continuum from incipient exploration through total institutionalization" (Martorana and Kuhns, 1975, p. 180). The arrow drawn below the institutionalization stage signifies that many of these activities (especially those in the refinement and institutionalization stages) should reoccur throughout the existence of the program, so that the community college honors program remains within the regular operation of the respective institution.

Exploration Stage

Need for honors programs articulated

Ad hoc planning committee formed

Ad hoc committee members gather
information and discuss issues

Written proposal prepared



Formulation Stage

Proposal circulated, discussed, and,
if necessary, modified

Proposal submitted for formal approval

Faculty development needs addressed and
ongoing development activities initiated

Decision to offer program to
students made



Figure 1

Progression of Activities in the Establishment and
Continuation of Community College Honors Programs



Refinement Stage

Appropriate students identified and recruited

Strategy for an informal and ongoing evaluation
process and follow-up study devised

Results of informal evaluation process and
follow-up study distributed



Institutionalization Stage

Selection of personnel for decision-making
positions finalized

Permanent office locations established

Recruitment activities increased and refined

Figure 1--continued

Suggestions for Further Research

As indicated in Chapters I and II of this study, there has not been extensive formal research carried out in the area of collegiate honors programs. Community college programs, moreover, appear to have been the focus for an even smaller portion of research activities than other areas of collegiate honors programs. This may be in part a result of the fact that community college honors programs are a relatively fledgling phenomenon within higher education. Regardless of the reasons for this lack of research, however, it is clear that a body of knowledge

specifically focused upon community college honors programs needs to be developed.

For the convenience of individuals wishing to study the specific programs further, a list of community colleges belonging to the League for Innovation in the Community College that have established honors programs is included in Appendix E. This list was drawn from a section entitled "Reports on Specific Colleges with Honors Programs" published in a recent report by McKeague, White and Wilders (1984).

This section will briefly outline some of the areas of community college honors programs of which additional research is needed. It should be stressed that a wide range of possible topics exists, and almost any study that reflects scholarly integrity would make a contribution. Suggestions for further research can arbitrarily be divided into three broad categories: (1) student characteristics, (2) program results, and (3) program characteristics.

Much more information is needed on the student population participating in community college honors programs. Answers should be sought to the following questions: What are the general demographics of community college honors students? What are the educational and societal backgrounds of the majority of community college honors students? What unique demands do honors students make upon honors faculty? How might these unique demands best be met? What are the differences between students who are given the option to participate in a community college honors program and choose to do so, as opposed to those who are given the option and choose not to participate? How does gender, race, ethnic, and other inherent differences among honors students interact with different

honors curriculum components and different teaching methodologies? Have student incentives proven to be related to program outcomes? Which incentives are most often utilized? Which are the most effective student motivators?

More information also needs to be gathered concerning the impact that community college honors programs make upon students. There needs to be a further clarification of what community college honors programs are attempting to accomplish and, further, what community college honors programs are in fact accomplishing. Answers to the following questions, therefore, should be pursued: How should desired outcomes be defined within the confines of a community college honors program? What should be considered a satisfactory result? What would a longevity study on the impact of community college honors program upon graduates reveal? Do certain teaching methodologies have a greater impact upon community college honors students? And if so, what are those methodologies?

More information regarding community college honors program characteristics is also needed. The following questions should be explored in this regard: What curriculum components are currently employed? Which have proven to be most successful, and in what combination? How should the curriculum components of a community college honors program differ from what the college offers in its regular sections? What would a profile of community college honors program directors reveal? What unique characteristics should honors faculty possess? What are the most effective selection methods for honors faculty? How many components should be included in the administrative network of a community college honors program? If there is an honors

council, what is the optimal number of members? And also, what would a taxonomy of the characteristics of community college honors programs across the nation reveal?

Inquiries into these and many other questions regarding community college honors programs would be worthwhile endeavors. The provision of information would help to guide academic decision makers at those institutions as they seek to meet the variety of educational needs of their talented students. Since little information presently exists, both statistical and qualitative information is needed. Both forms of inquiry, therefore, are encouraged.

One final thought on the need for further research should be included in this discussion. As stated in Chapter I, this study assumed that honors programs have an important role in community colleges, and that discovering and suggesting successful strategies and tactics for use in implementing these programs are worthwhile tasks. This study held that it is evident that challenging students at an appropriate academic level, and specifically, that providing special learning opportunities for academically gifted community college students, is beneficial to those students in particular, and to society in general. Perhaps the most important future research in the area of community college honors programs would seek to determine the validity of the primary assumption made in this study: that honors programs have an important role in the curriculum of community colleges.

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APPENDIX A
CHECKLIST USED AS INTERVIEW GUIDE

Person Interviewed _____
Title _____
Location _____
Date _____
Other _____

Exploration Stage

- A. Strategy: Create a demand for honors programs.
- A1. Tactic: Top administrator or respected faculty member takes the initiative to become a change agent.
 - A2. Tactic: Need for honors program emphasized in graduation speeches, annual reports, administrative bulletins, or related documents.
 - A3. Tactic: Call informal meetings to share perceptions and outline needs.
 - A4. Tactic: Survey academically talented students in an effort to determine their needs.
 - A5. Tactic: Gather information on academically talented students from record keeping and counseling personnel.
 - A6. Tactic: Provide a detailed written analysis of the need for an honors program. This needs assessment should include information drawn from as many different sources as possible.
 - A7. Tactic: Distribute the needs assessment to administrators, selected faculty, and standing academic committees.
- B. Strategy: Form honors planning committee
- B1. Tactic: Distribute memo to faculty explaining the goal of establishing an honors program and asking interested individuals to meet to discuss this topic.

- B2. Tactic: Informally meet with faculty leaders individually and urge them to become involved in the establishment of an honors program. Explain the need and the rationale.
- B3. Tactic: Conduct planned, informal gatherings to explain the need for an honors program and urge individuals to attend the planning committee meetings.
- C. Strategy: Create a formal proposal for an honors program.
 - C1. Tactic: Honors program planning committee develops an agenda and meets regularly.
 - C2. Tactic: Planning committee selects a writing committee, or one individual drawn from the group, to be responsible for translating the ideas of the committee into a formal written proposal.
 - C3. Tactic: One or more individuals reviews the related professional literature and reports this to the committee.
 - C4. Tactic: Planning committee attempts to reach consensus upon crucial issues, including the following:
 - 1. rationale and goal statement,
 - 2. curriculum components,
 - 3. selection and evaluation of faculty,
 - 4. faculty training needs,
 - 5. faculty incentives,
 - 6. entrance criteria,
 - 7. maintenance criteria,
 - 8. appropriate recruitment activities,
 - 9. target populations,
 - 10. student incentives,
 - 11. administrative network, and
 - 12. required resources.

- C5. Tactic: Planning committee includes as many different sectors of community college personnel as possible in the planning process.

Formulation Stage

- A. Strategy: Formal proposal circulated, discussed, modified.
- A1. Tactic: Copies of proposal sent to administrators and selected faculty for input.
- A2. Tactic: Proposal circulated to such critical area personnel as admissions, counseling, record keeping, financial aid.
- A3. Tactic: Proposal discussed in division and department meetings with representative of planning committee present.
- A4. Tactic: Proposal discussed at academic planning committee meeting.
- A5. Tactic: Rewrite original proposal following discussion and debate. Submit to proper channels for approval.
- B. Strategy: Determine obstacles and confront opposition.
- B1. Tactic: Anticipate the philosophical arguments against honors programs. Be prepared to articulate counterarguments by relating a clear statement of rationale and goals.
- B2. Tactic: Determine the amount of energy and funds directed toward other special programs. This information may be used to help justify the relatively small expenditure usually required for honors programs.
- C. Strategy: Address faculty development needs.
- C1. Tactic: After decisions are made concerning the selection of faculty and the identification of their essential roles and functions, formulate ongoing plans to train faculty.
- C2. Tactic: Locate a consultant to provide faculty with training sessions addressing the following two topics: (1) developing an honors curriculum, (2) dealing with the special challenges offered by academically talented students.

- C3. Tactic: Schedule time for faculty to meet on a regular basis to discuss curriculum development and other related concerns.

Trial Stage

- A. Strategy: Begin trial project.
- A1. Tactic: Offer a limited number of honors sections involving a limited number of students.
- A2. Tactic: Initiate a limited number of extra curricular activities for honors students.
- A3. Tactic: Set a definite time limit for the implementation of the trial project.
- B. Strategy: Initiate a careful evaluation and readjustment procedure.
- B1. Tactic: Initiate student evaluation.
- B2. Tactic: Initiate evaluation by faculty and administrators participating in the program.
- B3. Tactic: Form committee of administrators, faculty, and students who are uninvolved in the program and ask them to evaluate it.
- B4. Tactic: Retain an outside consultant to evaluate the success of the program.
- C. Strategy: Identify and recruit students.
- C1. Tactic: After appropriate entrance criteria have been established, determine target populations and contact those populations.
- C2. Tactic: Initiate and develop liasons with students, teachers, and administrators at local high schools.
- C3. Tactic: Ask community college faculty to discuss the program in their classes.
- C4. Tactic: Develop brochure and other informative documents, and circulate them in an appropriate manner.
- C5. Tactic: Include honors program section in the college catalogue and in college-high school articulation manual.

Refinement Stage

- A. Strategy: Distribute results of self-study and evaluation by external agents.
 - A1. Tactic: Make presentation at division meetings and other committee meetings relating the results of the evaluation, and seek reactions.
 - A2. Tactic: Write a report based upon the results of the evaluation and distribute it. Again, seek reactions.
 - A3. Tactic: Make necessary adjustments based upon recommendations found in evaluation and reaction materials.
- B. Strategy: Initiate follow-up studies of graduates of the trial program.
 - B1. Tactic: Send out questionnaires to graduates concerning their experiences while in the program.
 - B2. Tactic: Personally interview as many graduates as possible to gather similar data.
- C. Strategy: Set up advisory committee of students and community representatives.
 - C1. Tactic: Locate student leaders who will participate as committee members.
 - C2. Tactic: Locate community leaders who will participate as committee members.

Institutionalization Stage

- A. Strategy: Select personnel for decision-making positions and establish permanent office locations.
 - A1. Tactic: Determine administrative framework.
 - A2. Tactic: Select one individual to oversee the total project.
 - A3. Tactic: Identify the primary administrator responsible for honors funding support. Send committee meeting minutes, announcements, newsletters, and other pertinent information to that office on a regular basis.
- B. Strategy: Permanent office locations.

- B1. Tactic: Designate an office for the honors director, with clerical assistance available.
- B2. Tactic: Establish an honors library.
- B3. Tactic: Establish an honors lounge.
- C. Strategy: Increase recruitment activity.
 - C1. Tactic: Arrange for graduates of trial program to visit local high schools.
 - C2. Tactic: Obtain lists of academically talented students from high school counselors; contact these students.
 - C3. Tactic: Arrange for academically talented students to visit the community college campus for various activities, particularly for extended periods during the summer.
 - C4. Tactic: Request that honors program participants write a personal letter to prospective students encouraging them to participate in the honors program.
 - C5. Tactic: Refine and improve the incentives offered to students, including scholarships, special recognition, and transfer assistance.
 - C6. Tactic: Provide guidance counselors (both on-campus and at the local high schools) with additional and regularly updated information that can be readily dispersed.
 - C7. Tactic: Seek favorable publicity in the local newspaper and other media outlets.

APPENDIX B
MAJOR FEATURES OF A FULL HONORS PROGRAM

1. Identify and select students of higher quality as early as possible. This involves far closer cooperation than has hitherto been the case with high schools and preparatory schools. The proper uses of predictive techniques, past records, entrance tests and interviews, and studies of aptitude, motivation and achievement are now being explored and much experience is being canvassed.
2. Start programs for these students immediately upon admission to the college or university and admit other superior students into these programs whenever they are later identified by their teachers.
3. Make such programs continuous and cumulative through all four years with Honors counseling especially organized and equally continuous.
4. Formulate such programs so that they will relate effectively both to all the college work for the degree and to the area of concentration, departmental specialization, pre-professional or professional training.
5. Make the programs varied and flexible by establishing special courses, ability sections, Honors seminars, colloquia and independent study. Advanced placement and acceleration will serve in a contributory role.
6. Make the honors program increasingly visible throughout the institution so that it will provide standards and models of excellence for all students and faculty, and contribute to the substitution of an "Honors outlook" for the "grade outlook."
7. Employ methods and materials appropriate to superior students. Experience has shown that this involves:
 - a. Bringing the abler students together in small groups in classes of from 5 to 20 students.
 - b. Using primary sources and original documents rather than textbooks where possible.

- c. Less lecturing and predigesting by the faculty of content to be covered; approaching selectively the subject matter to be covered; discouraging passive note taking; encouraging student adventure with ideas in open discussion - the colloquium method with appropriate modification of this method in science and professional schools.
 - d. Supplementing the above with increased independent study, research and summer projects.
 - e. Continuous counseling, in the light of the individual student's development, by teaching personnel, not by full-time non-teaching counselors.
 - f. Giving terminal examinations to test the Honors results.
- 8. Select faculty qualified to give the best intellectual leadership to able students and fully identified with the aims of the program.
 - 9. Set aside, where possible, such requirements as are restrictive of a good student's progress, thus increasing his freedom among the alternative facets of the Honors and regular curriculum.
 - 10. Build in devices of evaluation to test both the means used and the ends sought by an Honors program.
 - 11. Establish a committee of Honors students to serve as liaison with the Honors Committee or Council. Keep them fully informed on the program and elicit their cooperation in evaluation and development.
 - 12. Use good students wherever feasible as apprentices in teaching and as research assistants to the best men on the faculty.
 - 13. Employ Honors students for counseling, orientation and other academic advisory purposes in the general student body.
 - 14. Establish, where possible, an Honors center with Honors Library, lounge, reading rooms and other appropriate decor.
 - 15. Assure that such programs will be permanent features of the curriculum and not dependent on temporary or spasmodic dedication of particular faculty men or administrators - in other words, institutionalize such programs, budget them and build thereby a tradition of excellence.

APPENDIX C
INFORMAL SURVEY SENT TO ACADEMIC OFFICERS

Honors Program Survey

Please return to:
Jim Heck
Institute of Higher Education
229 Norman Hall
University of Florida
Gainesville, 32601

As part of a research effort being conducted by the Institute of Higher Education, we would like to request an appropriate academic administrator at your college to fill out the following survey. This survey will help us to: (1) determine the current status of college wide honors programs in community colleges, (2) summarize suggestions regarding the planning and implementing of new or expanded honors programs at community colleges. Your kind consideration in this matter will be greatly appreciated.

1. Does your college have a college wide honors program?

_____ Yes _____ No

2. If you answered "Yes" to Number 1, would you please briefly describe the curriculum model that you employ by answering the following questions:

a. What are the admission criteria?

b. In the Fall of 1983, approximately how many students were involved in the program?

_____ (no.) _____ (% of total enrollment)

c. What is the stated rationale and/or objective of this program?

d. Please list academic areas which are included.

e. What are the main components of the model (separate honors classes, mentor system, extra work assigned to honors students enrolled in regular classes, etc.)?

- f. Do you offer any special incentive to faculty (released time, extra stipend, etc.)?
 - g. What incentives are offered to attract honors students (financial aid, special diploma, etc.)?
 - h. How do you evaluate the success of your honors program?
 - i. Please include with this survey any information (brochures, course descriptions) that would aid in our understanding of your honors program.
3. If you answered "No" to Number 2, do you have elements of an honors program at your college? Please describe (Lyceum series, honors English only, etc.).

NOTE: The following questions offer you the opportunity to state what you feel an honors program should include.

- 4. Do you think honors programs should be included in a community college curriculum? Why or why not?
- 5. What do you think the admission criteria should be?
- 6. What incentives for students do you think would be most important for a successful honors program?
- 7. What do you see as the chief benefits of having an honors program at a community college?
- 8. Do you have any suggestions regarding the implementation of a new honors program?
- 9. Person filling out this survey: _____
Title _____
Address _____

Thank you very much for your cooperation in this study. Please write below any further comments that you might have.

APPENDIX D
LIST OF INDIVIDUALS INTERVIEWED AT STUDY SITES

Daytona Beach Community College

Dr. Catherine P. Cornelius.....Vice President, Academic Affairs
Mr. Phil A. Drimmel.....Faculty, Social Science
Ms. Carolyn S. Lightsey.....Faculty, English (Former Chair of
Honors Council)
Mr. Robert J. Sharp.....Faculty, English (Honors Program
Director)
Mr. Richard Zelley.....Faculty, Humanities

DeKalb Community College

Dr. Richard B. Clow..... Faculty, History (Honors Program
Coordinator, South Campus)
Dr. Judith A. Michna.....Faculty, English (Honors Program
Coordinator, North Campus)
Dr. Martha T. Nesbitt.....Vice President, Academic Affairs
Dr. Ronald L. Swofford.....Provost, North Campus
Ms. Susan M. Thomas.....Faculty, English (Honors Program
Coordinator, Central Campus)

Rockland Community College

Ms. Jane Cohen.....Counselor, Student Services
Coordinator, Transfer Planning
Dr. Samuel Draper.....Faculty, English (Co-Director,
M./T.S. Honors Program)
Dr. Seymour Eskow.....Former President of the College
Dr. Thomas Fitzpatrick.....Faculty, Social Science/Psychology
Ms. Theresa Merkel.....Counselor, Student Services
(Coordinator of Career
Development)
Dr. Joseph M. Pirone.....Faculty, Social Science/
Psychology
Mr. James M. Thelen.....Faculty, Mathematics
Dr. Shirley K. Wethamer.....Faculty, Social Science/
Psychology

APPENDIX E
SPECIFIC COLLEGES BELONGING TO
THE LEAGUE FOR INNOVATION IN
THE COMMUNITY COLLEGE
LISTED AS HAVING HONORS PROGRAMS

Dallas County Community College District, Texas
Brookhaven College
Eastfield College
Richland College

Foothill-DeAnza Community College District, California
Foothill College

Kern Community College District, California
Bakerfield College
Porterville College

Los Angeles Community College District, California
West Los Angeles College

Maricopa County Community College District, Arizona
Glendale Community College
Maricopa Technical Community College
Mesa Community College
Phoenix College
Rio Salado Community College
Scottsdale Community College
South Mountain Community College

Miami-Dade Community College, Florida
New World Center Campus
North Campus
South Campus

Moraine Valley Community College, Illinois

Santa Fe Community College, Florida

BIOGRAPHICAL SKETCH

Born in 1953, James Heck spent most of his childhood near the ocean at Daytona Beach, Florida. He began attending the University of Florida on an athletic scholarship in 1971 and completed his bachelor's degree with Honors in 1975. Thereafter, he began teaching high school English while working toward a masters degree in English education. Upon completion of the master's Degree, he joined the Humanities Department at Lake-Sumter Community College in Leesburg, Florida.

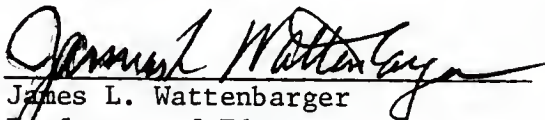
James Heck was the recipient of a grant enabling him to pursue further graduate study at the Bread Loaf School of English Writer's Program of Middlebury College, Vermont. He gained additional teaching experience at Daytona Beach Community College in Daytona Beach, Florida, and at Santa Fe Community College in Gainesville, Florida. He also previously served as coordinator of the Comprehensive University Leadership Program at the University of Florida.

James Heck is currently employed as a research assistant at the Institute of Higher Education at the University of Florida, where he participates in various projects related to research in higher education administration. These projects include co-authoring with Dr. James L. Wattenbarger, a monograph entitled Financing Community Colleges: 1983. He also has served as a consultant for the development of collegiate

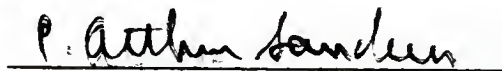
honors programs and has delivered a presentation at a national conference on honors. He was the recipient of the President's Leadership Award at the University of Florida in 1982, the L. V. Koos Scholarship Memorial Fund Award in 1984, and the President's Recognition Award in 1985.

James Heck lives east of Gainesville, Florida, on Lake Santa Fe with his wife, the former Stacy Lee Dall, who is pursuing a career in school psychology. Their feline pet, Hobie Cat, also lives at the lake and occasionally allows them the privilege of his company.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


James L. Wattenbarger
Professor of Education
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

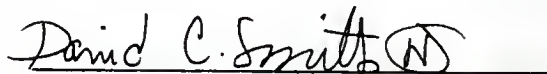

C. Arthur Sandeen
Professor of Education
Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Vincent McGuire
Professor of Subject Specialization
Teacher Education

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

May, 1985


Dean, College of Education

Dean, Graduate School

UNIVERSITY OF FLORIDA



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